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Teaching the Use of Books and Libraries

TEACHING THE USE OF BOOKS AND LIBRARIES

A MANUAL FOR SCHOOL LIBRARIANS AND CLASSROOM TEACHERS, TO ACCOMPANY

THE LIBRARY KEY

BY

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PREFACE

This manual is intended for librarians and teachers giving library instruction to high school and normal school students. Some portions of it, and some of the practice work, can be used by those giving library instruction to college freshmen. Tho it is designed particularly for use with the students' textbook *The Library Key,* by Zaidee Brown, and frequent reference is made to the material in that book, it is also adapted to use in schools in which no textbook is provided for library instruction.

Many methods, devices and forms of practice work have been purposely suggested in order to make the book adaptable to different conditions. It is expected that each instructor will make a selection from these of the ones most suited to her particular requirements. Since the needs of teachers who may give library instruction have constantly been kept in mind, much more detail is included than would have been necessary had the book been designed for the exclusive use of trained librarians.

Three appendixes have been included. One of these contains teaching outlines for library instruction and a possible plan for distributing the divisions of library instruction thruout the required courses of a senior high school. It was thot that these would prove helpful to the teacher without library training, as they list briefly the important points to be brot out and suggest methods and devices. They would be used, of course, with *The Library Key* which furnishes the subject matter for the lessons, and with the text of this manual which gives a detailed discussion of teaching techniques.

The second appendix consists of a sample lesson on business reference books and is included to suggest the possibility of acquainting students with special reference books thru their regular classes. The third appendix contains a few sample tests covering the complete course of library instruction as given in *The Library Key.* These tests supplement the practice work given at the end of each chapter and could be used in schools in which a final test or checkup is given after a group of library lessons.

As the experience of the writers has been with students at the senior high school level, the needs and abilities of students of this

grade have been emphasized. However, many teaching suggestions and examples of practice work from normal school librarians have been included, and many of the teaching procedures suggested for high schools could easily be adapted to normal school conditions. Some of these could also be modified to meet the needs of pupils in junior high schools.

Many librarians and teachers have contributed to this book. This cooperation has made the book much more valuable than it could have been, had it been based solely on experience in one library. Where devices or forms of practice work have been reproduced, credit has been given to the librarian or school, but it is impossible to acknowledge individually the help received from everyone who has generously contributed outlines and suggestions. Grateful acknowledgement is made here to all who have so helped.

We wish to acknowledge especially our indebtedness to Zaidee Brown, both for the original plan of the book and for her interest and cooperation thruout the period of writing. Since the writers have had access to much of the material gathered by Miss Brown for her book *The Library Key,* we are further indebted to her for this preliminary work and for the first draft of the bibliography. She has also read the manuscript and made valuable suggestions.

Acknowledgement is also due to members of the English department and to the library staff of the Omaha Technical high school who have read parts of the manuscript, tested some of the devices and practice work, and contributed helpful suggestions and advice.

May Ingles
Anna McCague

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Chapter 1

AIMS, ORGANIZATION AND METHODS OF LIBRARY INSTRUCTION

Aims

The aims or objectives of library instruction have often been formulated and variously stated but the following points are usually included in any statement of them:

To create an interest in the library.

To establish a wider knowledge of the field of books.

To develop the reading habit.

To foster a taste for the best in literature.

To develop in students some degree of skill in the use of books and other reference aids and the ability to use any library intelligently.

To provide opportunity for the practice of citizenship and the acquiring of desirable attitudes and habits in regard to books and libraries.

In addition to these general aims, each division of library instruction has its own specific objectives. In this manual these definite objectives for each lesson will be given at the beginning of each chapter.

Organization of Work

Scheduling of classes. Various methods of scheduling library classes are now in use. A common and practical method, especially for high schools, is to have library instruction given as part of some course required of all students, such as civics or English. In some schools students give up study periods for this work; and in normal schools and colleges, library instruction is often a separate course.[1]

By whom should the instruction be given? At present most library instruction is given by the librarian; tho in some schools the librarian and a teacher divide the work, the librarian teaching the technical units, such as the classification and catalog, and the teacher giving the other units. Teachers, usually, have not felt themselves

[1] For a discussion of scheduling library instruction in elementary and high schools, see Fargo, L.F. *The library in the school.* (Library curriculum studies) A.L.A. c1930 p. 135-8.

equipped to present this work and therefore librarians have had to add it to their already crowded schedules. There is, however, a growing conviction among librarians and educators that the subject matter of library lessons should be incorporated into the course of study of many subjects and that the skillful use of books and libraries should be a method of study in all courses. This plan, which is referred to by Miss Brown in the preface of *Library Key,* would call for the whole-hearted cooperation of principal, teachers and librarian. It has not been fully worked out, but there would seem to be no real reason why it might not be found wholly practicable. The time is rapidly approaching when all graduates of teacher-training institutions will have had definite instruction in the use of libraries. Teachers so trained will doubtless be eager to cooperate in any scheme that will offer to their students this same opportunity for adding to their scholarly equipment. Teachers will realize also, that they themselves will benefit by any library instruction they may give their classes, as the acquisition of library skills by students will improve the quality of classwork and should lessen the teacher's work, rather than increase it.

From the point of view of the librarian, there are many arguments in favor of having library lessons given by the teachers of various subjects, besides the very obvious one of relieving her of the burden of follow-up—a task almost impossible in large schools. Modern psychology has taught us that we learn better when we experience a real need for the thing to be learned; but if the librarian gives the instruction she is not always able to give it at the time when the situation calling for it has arisen, as her other duties cannot be pushed aside without notice. Tho careful planning on her part and cooperation on the part of the teacher will accomplish much in bringing about a felt need for the use of library tools, still the library lesson often seems a thing apart from the actual classwork when the librarian comes into the classroom to give the lesson.

Then, too, the librarian can expect to have only one or, possibly, two periods in which to present a unit of library work, and this does not allow for re-teaching when tests have revealed the need. The librarian must give the work in large "doses" while the teacher may give a little at a time, spending parts of several periods on the material covered in one chapter of the *Key.* Under most circumstances the librarian cannot determine how much actual mastery of the subject matter has been achieved as she will not have time to

revise all the practice work necessary in order that students acquire skill in the use of library aids. The teacher may teach and test and re-teach until she sees the thing to be learned has become a "way-of-behavior." Finally, circumstances again limit the librarian to few methods of presentation, while the teacher is free to choose, from all methods and devices, those most effective for the particular situation.

Tho teachers, in the near future, take over the teaching of library units, they should always have a right to expect help from the librarian, who is a specialist in the subject. Some of this help may consist of providing library problems, with keys for correction; or in making teaching outlines of points to be stressed. Appendix 1 of this manual contains some such outlines which the beginning teacher may find helpful. Textbooks for library instruction such as *Library Key* and this teachers' manual should also help to make instruction in the use of books and libraries by classroom teachers clearcut and successful.

Length of course and credit. At least one full class period should be allowed for each division of library instruction given in the *Key*. If the classroom teacher gives the instruction, there need be no set time limit, each teacher judging for herself how much time is needed for assimilation, and whether it is better to use part of several periods on some library tool or to devote one or two full periods to it. The method used will largely determine how much time is necessary. If the lessons are given by the librarian a definite number must, of course, be determined upon. The minimum number for high schools, recommended by the Certain report and accepted by the Secondary Department of the National Education Association, the North Central Association of Colleges and Secondary Schools and the American Library Association, is twelve lessons, three lessons to be given each year in English classes; or, as an alternative, a unit course of twelve lessons, three of which are to be given in history classes, one in Latin or French, four in science or manual training and three in English.[2]

School library yearbook, number one,[3] suggests six lessons as a minimum, and many schools in which it has not been found possible to arrange for a longer course, get excellent results from this number of lessons. Tho *Library Key* provides ten units of work,

[2] Certain, C. C. *Standard library organization and equipment for secondary schools.* A.L.A. 1920.

[3] American Library Association. Education committee. *School library yearbook.* no. 1. A.L.A. 1927. p.56.

certain of these could be omitted or combined if circumstances made a shorter course necessary. For example the chapters on the dictionary and encyclopedia might be combined if instruction in the use of the dictionary has been given in the grades, or as is often the case, in English classes. The lessons on a personal library and on note-taking might be omitted at first until the course on books and libraries has been well established. The order of courses as given in the *Key* is not to be considered fixed, as circumstances may often make another arrangement better.

If the instruction is given in a regular class, credit for library work is part of the class credit. If the course is a separate one, the librarian is responsible for the recording of the grades. In some high schools students come from their study halls for library lessons but arrangements are made for the library test to be given in English or civics classes and credited there, thus relieving the librarian of the burden of follow-up as well as providing a connection between the library lessons and the regular class work. If no formal credit is given, as in separate courses lasting less than a semester, the librarian will probably have to do much checking to see that everyone who is supposed to take the work reports.[4]

Planning and Presenting the Work

As library instruction spreads downward thro the grades, exploratory or pre-tests will be increasingly necessary in high school in order to determine what information and skills the class as a whole has already acquired and what must be reviewed and retaught. Tho the librarian gives the instruction, it will often be possible to have a short, objective pre-test given in advance to the group she is to teach. Since teaching procedure will be influenced by these tests they will be valuable for diagnosis, not only at the beginning of high school or college courses in the use of libraries, but whenever a length of time has elapsed between lessons. Individual differences may be considered, as students who already know need not be bored by repetition but may be given advanced assignments or allowed to do free reading; or, if the pre-test shows that only a few have not mastered the elementary work, these may study the parts missed in *Library Key* and do some practice work, while the rest of the class takes up advanced work.

The next step in planning for the work will be the motivation or "purposing" of the particular unit by the teacher, in order that students may feel an interest in and a need for the subject matter.

[4] Cf. Fargo, L. F. *The library in the school.* p.139.

If learning to use books and libraries is part of the work of a regular class it will not be difficult to set the stage for each lesson so that this need will be felt. For example, if the use of the magazine index is to be explained in a history course, an assignment on some recent event of historical importance will create a need for an index to periodicals; if biographical reference books are to be taught in an English class, an assignment on authors prepares the way for this instruction. Cooperation between the librarian and teacher can often bring about this same situation in schools in which the librarian gives the work.

The presentation itself will vary with the teacher, the group and the particular circumstance, as well as with the particular division of library instruction. Various methods and devices commonly used in teaching today and their application to library instruction are discussed in the following paragraph under *Methods and devices.* Usually there will be some explanation of the subject matter by the teacher, after which students may be directed to the assimilative material, which will consist chiefly of their textbook the *Key,* and exercises involving the use of the various library tools. This practice work with library aids is of course very important, and the more there is of it, the better, if habits and skills are to be developed. An achievement test may be given after each unit; or if this is impracticable, a final test at the end of a group of library lessons may be substituted. Ideally, re-teaching should be done whenever a problem or test shows it necessary. Many of the references in the bibliography on *Teaching the use of books and libraries,* on page 187, contain lesson plans which will be helpful in planning library lessons.[5]

Methods and Devices

Since various types of learning are acquired thru library instruction, various types of teaching will be used for the different lessons. For example, much of the work will consist of problem solving; drill will be used for parts of many lessons; and teaching of the appreciation type will be used in some parts of the course. Some of the common methods and techniques in use today will be discussed briefly below, with special reference to library lessons. Present day educational literature will furnish material for further reading on modern methods.[6]

[5] For a discussion of the steps in teaching the use of books and libraries based on the teaching technique formulated by H. C. Morrison of the University of Chicago, see Logasa, Hannah. *The high school library.* Appleton. c1928. p.184-96; also Connor, Martha. *The teaching and testing of the unit on history in the reference course.* In *Library Journal.* 53:341-2. April 15, 1928.

[6] See also Fargo. *The library in the school.* p.140-52.

Ordinary recitation. This method, which consists of questions and answers on the text or explanations of the text by various members of the class, is now in disrepute among educators, as it is both wasteful of time and ineffective. It should be used sparingly for library instruction.

Lecture, or telling method. This method is the one that has been most used for library lessons and some use of it will always be necessary for explanations. It is certainly less wasteful than the ordinary recitation and usually more effective, yet it is based on teacher rather than pupil activity and should not be used exclusively in high schools if it is at all possible to supplement it with other methods.

Socialized recitation. Habits, attitudes and ideals are included in the aims of library instruction, as well as skills and information. It is these things that the socialized recitation or discussion helps to develop, and library lessons as well as anything else may be socialized to some extent. This is a slower method than the recitation or the lecture and the planning of it takes great skill on the part of the teacher. The emphasis is of course on student rather than teacher activity. This student activity may consist in planning the work thru committees, presiding as student chairmen, contributing on assigned topics, supplementing by voluntary contributions and criticisms. This method would be especially suitable for review lessons and for special topics, in the upper grades, such as reports on special reference books, library citizenship, etc., but could not be used exclusively in the teaching of this subject unless the lessons were given by the regular teacher who had organized all her work according to this plan. An excellent outline of a socialized recitation as part of a project in making a bibliography is described in an article by Margaret Greer in the *Wilson Bulletin* for June, 1929.[7]

Supervised or directed study. As modern home conditions have become less favorable for home study, schools have realized their responsibility in training students in study methods and in directing study. The school day has been lengthened, and part, if not all of the average student's studying is done at school. Under this plan students are given a carefully prepared, detailed assignment which they prepare under the supervision of the teacher who made it. Each student works at his own rate of speed and receives in-

[7] Greer, Margaret. *Library lessons in the curriculum. Wilson Bulletin.* 3:669-73. June 1929.

dividual direction from the teacher as well as the general directions or explanations given to the class. Library lessons, especially if a textbook such as *Library Key* is in the hands of the class, are easily adapted to the supervised study plan. After preliminary explanations, certain portions of the *Key* may be assigned for study with a study guide consisting of questions or some other kind of problem which will test students' understanding of the subject matter. In certain lessons, such as those on reference books, laboratory work can be carried on during the class period if several copies of each reference book are available. If the catalog or *Readers' Guide* must be consulted, members of the class may be sent to the library for practice as soon as they have assimilated, thru study of the textbook, the subject matter of the lesson.

Problem-project method. As it is now generally realized that much more learning takes place when there is a felt need for the subject matter, this method is an attempt to reorganize materials to accord with this principle. In the past, subject matter has been organized into logical divisions and taught to pupils before they have met the problems for which the subject matter is to be used. Under the problem-project plan material is so arranged that pupils experience the problem first and then master the subject matter necessary for its solution.[8] Courses taught by this method set before pupils a series of problems, challenges, or contracts, as they are variously called, so arranged that in solving them desirable attitudes, habits, skills and ideals will be acquired as well as certain information. Some explanation is usually given to the group, and reference books and other assimilative material are accessible, either in the classroom, library or laboratory. The problems provide for individual differences by minimum and maximum assignments. Often the classroom is the laboratory, pupils working on their problems under the supervision of the teacher.

Definitions of the *project* vary greatly but, for the purpose of this discussion it will be defined as a "practical problem" as distinguished from a problem on a purely mental plane.[8]

The subject matter of library instruction lends itself particularly well to the problem-project method and has been organized under this plan in various schools. The textbook *Find it Yourself* by

[8] Cf. Burton, W. H. *The nature and direction of learning.* p.254-76; Douglass, H. R. *Modern methods in high school teaching.* ch. 11; Kilpatrick, W. H. *Foundations of method.* p.344-8; Stevenson, J. A. *The project method of teaching;* Stormzand, M. J. *Progressive methods of teaching.* ch. 5.

Elizabeth Scripture and Margaret R. Greer is the best known example of library lessons taught by the problem (or contract) method.[9] Even when the entire subject has not been organized according to this plan, certain parts of it may be taught as projects or problems. The unit on bibliography-making, for instance, may be taught as an extended project in an English class (or for that matter in any class whose teacher is competent and willing to undertake it), the various library tools that must be used in making a bibliography being studied as the need for them arises. Simpler projects either for groups or individuals may be used in connection with library lessons. Many are given in *Find it Yourself,* others will be suggested in this manual with the practice work for the various chapters, while still others will occur to the individual teacher.

Drill. For the acquiring of those habits and skills which are important objectives of library instruction, drill is essential. For example, drill on the alphabet may be necessary; practice is required in order to use the card catalog skillfully, or the *Readers' Guide.* To form the habit of looking at once in the index of a book in order to find information quickly or of looking in the front of a reference book for a key to abbreviations, one must do the thing over and over. Tho drill will be used in combination with other methods, it should play an important part in library instruction.

Dramatizations and games. Plays dramatizing certain phases of library work, such as the care of books, the value of reference books, etc. may be used if time permits. These are especially helpful in junior high school, as are games, some of which are described later in this book under the discussion of various units of instruction.

Notebooks. Many librarians and teachers have found the keeping of a library notebook a practical and profitable adjunct of library instruction. If there is no textbook and the lecture method is used, a notebook will be especially helpful. In some schools a library notebook is kept during the entire course, clippings, pictures, charts and anything else pertaining to libraries and books, besides the class notes and exercises, being kept in it. If lessons in note-taking are part of the library instruction, these library notebooks could contain the practice work for these lessons, the material for the notes having to do with books and libraries.

[9] Scripture, Elizabeth and Greer, Margaret R. *Find it yourself; a brief course in the use of books and libraries under the contract system.* See also Cleveland outline for library instruction in list of references on page 187.

Illustrative material. Illustrative material, such as sample cards, classification charts, bookmarks, plans of the library, etc. are all useful in teaching. The use of these will be discussed further in the chapters dealing with specific divisions of library instruction.[10]

Assignment and Testing

The assignment may take several forms. If the *Key* is used as a textbook, portions of it may be assigned as assimilative material together with questions and exercises. If possible, practice work should follow immediately every lesson. Excellent practice work in the form of contracts is given in Appendix 1 of *Library Key.* These contracts were formulated particularly for junior high school students but are suggestive for work with more advanced classes. The fact that they consider individual differences of students by providing minimum and maximum assignments and alternative problems makes them especially helpful. Additional examples of practice work and problems for each division of library instruction covered in *Library Key* are given at the end of each chapter of this text. Librarians giving this work may find it impracticable to give practice work after every lesson on account of the amount of follow-up involved. In this case, some of these shorter exercises might be combined in various ways to form longer problems or tests to be given at the end of a group of lessons. The instructor must be sure that the assignment is clear and adapted to the abilities of the students. Librarians fresh from library school sometimes make the mistake of giving assignments too difficult for high school pupils. Another caution to be heeded is that plenty of time should be allowed for library practice. There are always a limited number of library aids available and it is not always possible to use a particular tray of the catalog, a certain reference book, or the *Readers' Guide.* As the place where the information can be found, rather than the information itself, is the important thing, questions should be answered briefly. Often the page number will be all that is necessary for questions on reference books. Since assignments should tie up with the interests of the particular group, samples given in this book should be considered as suggestive only, and should be adapted to local interests and needs.

Examples of objective tests for high schools, covering the

[10] For a helpful discussion of the use of large charts in high school library lessons, see Carpenter, H. S. and Elder, Vera. *Objective teaching in the library.* In *English Journal.* 17:121-8. February 1928.

usual divisions of library instruction, may be found in *Find it Yourself* by Scripture and Greer and in *School Library Yearbook,* number one.[11] These are good examples of achievement tests of the new type and others are given in Appendix 3 of this manual. The vast amount of literature on this new type of examination will supply the beginner with suggestions for formulating such tests.

One of the problems which arise in connection with practice work for library lessons is the possibility of students' copying each other's work. This is an aspect of library instruction that particularly alarms teachers who are asked to cooperate in any plan for library instruction. There doubtless is great opportunity for dishonesty in library work, and, where the librarian gives the work and there is no class test to measure achievement, much of this copying no doubt goes undetected. If the teacher gives this instruction, an objective test given in class will quickly reveal those who have been dishonest in preparing their library assignments.

But even when library instruction is given by the librarian, it has been the experience of the writers of this manual, that copying may be reduced to a minimum if the work is so motivated that students feel the purpose of the lessons is to help them acquire knowledge and skills which will be useful to them thruout their school course, and in later life as well. The library practice work or problem seems then, not something to check or test them, but rather the opportunity given them to acquire this useful information and these library skills. If points in the problem puzzle students, they should feel free to ask the teacher or librarian about them, rather than to ask help of other students who might direct them wrongly.

[11] Scripture, Elizabeth and Greer, Margaret R. *Find it yourself.* p.51-62. American library association. Education committee. *School library yearbook,* no. 1. *True-false test on the use of the library,* by Mrs. Frank Koos, p.82-5.

Chapter 2

THE LIBRARY AND ITS ARRANGEMENT

Objectives. 1. To interest students in the school library by indicating the possibilities of pleasure and profit in the use of it. 2. To acquaint them with the arrangement of the particular library and its rules. 3. To teach them the general plan of the Decimal system of classification in order that they may find books for themselves on the shelves.

Tho it may be necessary in some schools to present all of the subject matter given in this chapter of the *Key,* in one lesson, it will be found desirable if time permits to spread this material over at least two lessons with as much practice work as possible in between. If the class has had no previous library instruction, a whole period may well be given to the introduction to the school library, and a second period to the Decimal classification.

Introduction to the library. If this lesson is given in the library the location of books and equipment can be pointed out and inspected. If it is not possible to give detailed explanations in the library on account of disturbing those studying there, it will often be found possible to arrange a "library tour" for the last ten minutes of the class period. If even this plan proves impracticable, a plan of the library drawn on the board or on a large chart will be found helpful in explaining the arrangement of the library and locating the important items of equipment, such as the charging desk, catalog, clipping file, magazine rack, etc. If at the end of this introductory talk it is possible to let pupils browse in the library a bit and select a book for recreational reading, interest in the library will be aroused.[1]

Rules. The rules of the library should be made clear in this first lesson. Many libraries print these rules on bookmarks or in handbooks which are distributed at this time. The best way to make sure that pupils remember and heed library rules is to see that they sense their fairness and realize that rules are made to benefit them rather than the librarian. This first lesson furnishes

[1] Cf. Denver. Board of education. *Library instruction.* p.18.

opportunity for the teaching of library citizenship, as keeping library rules is a matter of playing fair and working together. If conditions permit, time should be given here to a free class discussion of library etiquette, taking up, not only the general library rules given in the *Key,* but also the special rules of the school library. The rules and use of other libraries, especially the local public library, may also be discussed, if there is time, the class being led to see how the public library and the school library supplement each other and that, after they have learned to use the school library intelligently, they can soon learn to use other libraries.

Arrangement of books by classes. Analogy is useful in explaining the classification of books to high school pupils, who readily see that just as department or grocery stores keep each kind of goods together, so libraries keep each kind of book together. Boys and girls see the advantages of this arrangement, which brings all the books on radio together for the radio enthusiast, all the books on aviation in one place for the budding aviator, all the histories in one part of the library, with all the United States histories together within the history group and the books dealing with one period of United States history side by side. They also see that in order to keep books together by classes, some kind of mark or symbol on the outside is necessary. At this point students may turn to page 2 of the *Key* and follow the partial outline of the Decimal system given there and on the page following. Some explanation of the broad classification of knowledge which forms the ten main classes of the Decimal scheme will be useful as the classification is being studied. Such terms as fiction and biography even, often need to be explained to high school freshmen; while certain subjects such as philosophy and sociology which are entirely outside of their experience need careful explanation and illustration. In normal schools the learning of the ten main classes and some much-used subdivisions is doubtless a useful and purposeful exercise. In high schools the mere memorizing of these classes with their symbols, before a need for their use has arisen, would seem to the students an activity without meaning. In this first lesson, therefore, high school students need to learn the class number of only those subjects for which they now feel a need. For instance, if for their English work they need to read books of travel and biography, they will want to know how books in those classes are marked and where in the library they are kept; if they are using

histories, they will want to know how to find them; if it is football they wish to read about, they will soon learn how books on this subject are classified, and so on. Students may suggest subjects for which they wish to find class numbers, these subjects being written on the board while the class find the symbols for them in the outline in their books. If it is not possible to place *Library Key* in the hands of every student, the outline of the ten main classes, at least, may be put on the board or it may be printed on bookmarks or on a chart.[2]

Arrangement on the shelves. It will be apparent to the students that these class numbers standing for subjects should be arranged in numerical order beginning with zero. Some teachers of younger pupils have used a simple game here. Each pupil is given a card containing a class number. (Book jackets may be used for this, the part of the jacket covering the back of the book being pasted on strips of cardboard and a class number added). The children are told that these cards stand for books and that they must arrange themselves in order just as books would be arranged on the library shelves; or pupils may be given packs of cards with class numbers which they are to arrange in order.[3]

If the lesson is given in the library or if there is a library tour, the locations of the various classes may be pointed out, with special emphasis on the classes which will be most used by the class. If the lesson takes place in the classroom, the ten main classes may be located on the library plan. If time permits, students may be sent to the shelves after books in the various main classes, or groups of students may be given a miscellaneous collection of books to arrange in order.

Book or author numbers. As younger pupils are apt to think of the class number of a book as the "book's number," the term "author number" seems clearer to them than "book number," in describing the symbols used to arrange books within a class. It will be interesting to the class to see the library's table of Cutter numbers (younger pupils are always thrilled over finding the author number for their own name, "in case you write a book") and to be told that this system is merely an abbreviation or shorthand for the author's name and is similar to the scheme used in laundries for marking clothes. In libraries not using author num-

[2] The poster "How to find a book" which may be purchased from Gaylord Bros. Syracuse, N. Y. will be useful for this lesson. These posters are 45c apiece but a cheaper rate may be obtained if bought in quantities.

[3] Allen, F. A. *Instruction in books and libraries.* p.6.

bers, this instruction is, of course, omitted, and attention is directed to the author's name on book, which is used for arranging.

Call number. A clear understanding of call numbers early in the course will save much trouble later. Analogy is again useful and call numbers of books have been compared to various things—to identification numbers of soldiers and especially to street addresses. This is a particularly good comparison, as the library catalog which gives call numbers may be compared to a directory which gives street addresses, and call numbers do in fact give the "address" or location of books in libraries just as street addresses locate people in cities. The class number is like the street on which one lives and the Cutter or author number is similar to one's house number. Just as no two houses in the same city have exactly the same address, so no two books (except different copies of the same title) have the same call number. Students should see that the call number is made up of two parts—the class number and the author number. Both are necessary just as both the street and house numbers are necessary in order to find addresses.[4] The games and devices mentioned above for teaching the arrangement of books by classes could all be used for drill on the arrangement by call numbers. Students may be asked to locate certain books by call numbers instead of class numbers, or they may be asked to arrange packs of cards containing call numbers, some of which should represent books in the same class but by different authors.

Arrangement of biography and fiction. If the library marks biography with the letter *B* instead of with a number, this should be pointed out and also the fact that the Cutter number for biography stands for the biographee rather than for the author of the book. The fact that fiction has no number should also be stressed. For practice in learning the arrangement of biography and fiction, collections of books in these classes may be brought to the classroom for the students to arrange.

Arrangement of reference books and other special collections. It is most important that students understand the meaning of "R" or "Ref." in front of or above a call number as soon as they begin to use the library. Discouragement and loss of time result frequently in high schools from lack of understanding of the significance of this prefix. If other books, such as expensive illustrated books

[4] Cf. Allen, F. A. *Instruction in the use of books and libraries.* p.6 and Omaha Technical High School. *Instruction in the use of books and libraries.* Lesson 2.

or books intended for the teachers' use, are kept on special shelves, their location and marking should be explained.

Practice Work And Tests

See also Contracts for Block 1: The library and its arrangement, in Appendix 1 of *Library Key*. p.70-1.

Game for Drill in Alphabetic Arrangement

As pupils must know the alphabet in order to use books and libraries effectively, as much drill as possible should be given to alphabetizing. It can no longer be taken for granted that high school students, even, know the alphabet. A simple drill which may be called a game consists in giving to pupils cards containing names of well-known writers of fiction, and having them arrange themselves in alphabetic order just as books of fiction would stand on the shelves. There is no limit to the possibility for drill in alphabetizing. Additional suggestions are given in the lessons on the Catalog and the Dictionary and in Appendix 2 of *Library Key*.

Exercises Furnishing Drill On The Classification

Ask students to turn to the partial outline of the Decimal classification in Chapter 1 of the *Key*. Then ask questions similar to the following: In which hundred would you find a book on painting? On the Bible? On football? On English history? On mathematics? The list of questions should be prepared beforehand and should be kept simple.

Have cards or slips prepared, one for each student, which contain the title, author and class or call number of a book in the library. These books should be attractive ones which will interest those finding them. After the arrangement of the library and the classification have been explained, each student takes a slip, finds the book on the shelves, shows it to the teacher, and returns it. If this method makes for confusion in the library where others are studying, students may simply stand by the place of their books until the teacher can verify their work. They may then exchange slips and find other books. Some caution must be exercised in sending younger students to locate books by call numbers if they have had no previous experience in finding books on the shelves. It will usually be better to have them locate books by large classes first. Not only is it a little difficult to grasp at

once the plan of the Decimal classification, but unless there are several copies of the same book in the library the particular book for which the assigned call number stands, may be in use or out of place. For advanced students a variation of the above would consist of giving the class miscellaneous lists of class numbers and asking them to find one book in each class. This problem is suggested by a test on the library given to students of the Cleveland School of Education. An example of the problem follows:

> Choose one of the following columns, and find one book for each class. Show the books to the librarian and replace them on the shelves.
>
> | | A | B | C | D | E |
> |---|---|---|---|---|---|
> | 1. | 820 | 375 | 372 | 591.5 | 551 |
> | 2. | 974 | 782 | 575 | 291 | 425 |
> | 3. | 371.3 | 920 | 917.8 | 808.1 | 972 |
> | 4. | 177 | 294 | 730 | 373 | 178 |
> | 5. | 426 | 614 | 150 | 677 | 371.3 |
> | 6. | 504 | 028 | 398.2 | 468 | 220 |
>
> From the general character of the book and of the others with the same class number write here the subject for which you think each number (in the column you took) stands.
>
> 1. 3. 5.
> 2. 4. 6.

For another drill, make a list of ten books in the library that can be easily classified from the title. Write this list on the board or distribute copies. Author and title of the books should be given and space left for the class number. Only subjects that appear in the outline given in *Library Key* should be used. With the *Key* open to the classification scheme, students find the numbers, either giving them orally or writing the answers, which may then be corrected in class with a discussion of numbers that are at all puzzling. Such an exercise would be especially useful as a review for high school groups who have had an introduction to the library classification in the grades. This exercise is also included in the B contract for this lesson given in the Appendix of the *Key*. A suggestive list of books which may be classified by title follows:

Author	*Title*	*Class no.*
Ball	A year with the birds	
Camp	Boy's book of sports	
Holland	Historic inventions	
Manly	English poetry	
Moses	Plays by American dramatists	
Tatlock	Greek mythology	
Untermeyer	Modern American poetry	
Van Tyne	American revolution	

The following exercise which reverses the procedure in the one above must be given plenty of time. It is especially adapted for use in normal schools and for maximum contracts for high school students. Other subjects could be chosen of course, but care should be taken that only subjects that appear in the *Key* are used.

Directions: By consulting the Outline of the classification given in "Library Key" decide how each of the following subjects is classified. Go to the shelves and find a book on each of these subjects. Copy the last name of the author, the title of the book and its call number.

Subject	*Author*	*Title*	*Call no.*
Birds			
Travel			
Astronomy			
Mythology			
Government			
Chemistry			
Sports			
Cooking			
Individual biography			
Inventions			

If it is thought best for students to learn to recognize the main subject divisions of the classification the following simple game could be used to furnish drill. The students prepare from

the list provided by the librarian a set of cards with the class number on one side and the name of the subject on the other. If the group is small, either a captain or the teacher calls or shows the heading on the top line of the card (either the number or the name of the subject) and the person who first calls what is on the opposite side gets the card. A variant of this plan would be to distribute the cards so that each student has one and calls what is on the top line, in turn. If these arrangements would prove too noisy in a large group, this game might be played like a spell down, or this matching of subjects and class numbers might be done silently on the board, or on paper. In normal schools or in other schools where it seems advisable to have students learn more than the ten main classes a matching exercise like the following might be used.

Matching Exercise

Directions: In the space before the column on the right place the class number that represents the subject.

814	.....United States history
B (or 921)	.....Collected biography
973	.....Travel
500	.....English poetry
291	.....Fine arts
821	.....Applied science or useful arts
920	.....Mythology
700	.....Sociology
910-919	.....Philosophy
300	.....Language
400	.....American essays
600	.....Individual biography
100	.....Science
780	.....American drama
812	.....Home economics
640	.....Amusements
790	.....Music

Problem in Locating Books in Library
From Cleveland High Schools

1. Find on the shelf a book of fiction by *Alcott* or by *Dickens.*

2. Find on the shelf:
   Any book about *Dogs*. The class number is 636.7.
3. Find on the shelf the following:
   582 D28 Dana: How to know the wild flowers.
   (If an exact book is called for, each student should have a separate book)

In the 1929 edition of the Cleveland outline of library instruction which has been worked out on the contract plan, the following simple problems well adapted for first work with the classification are given.[5]

Contract A

To fulfill this contract, answer the following questions:

1. Arrange the following books of fiction as you would find them on the shelves.
   Pyle—Men of Iron .....
   Dickens—Tale of Two Cities .....
   Stevenson—Black Arrow .....
   Alcott—Little Women .....
   Brontë—Jane Eyre .....
2. Arrange these call numbers in the order in which you would find books on the shelves.
   759 809 598 612 598 582 973 973 320
   F19 B61 G79 H92 B68 F28 H54 B33 M72
3. Find on the shelves a book that has one of the call numbers given in question 2. Copy author, title, and call number for the book which you have found.

Call Number	Author	Title
.....		

Contract B

To fulfill this contract, give the general class number for books on the subjects assigned to you by the librarian.

	Subject
1.....	.....
2.....	.....
3.....	.....
4.....	.....
5.....	.....

[5] Cleveland. Public library. *Outline for instruction in the use of books and libraries.* Cleveland. Board of education. 1929. p.14-15. (Call numbers in Contract A, question 2 have been modified)

Contract C

To fulfill this contract, select five books from the shelves, each book from a different class, and give the following information about them.

	Call number	Author	Title
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....

TRUE-FALSE TEST ON THE LIBRARY AND ITS ARRANGEMENT

Directions: Read each of the following statements carefully. If the statement is true, place a plus (+) sign at the left of the number. If the statement is false, place a minus (—) sign at the left of the number.

1. Books of fiction have the number 182.
2. Books that have been charged to you should be returned to the charging desk.
3. The call number of a book consists of its class number and the author number.
4. A book of individual biography has 437 for its call number.
5. "R" or "Ref." above a call number means that book is in the reference collection of the library.
6. Bound magazines are kept on the east wall of the library. (Local conditions determine whether this is true or false)
7. Clippings from the clipping file are not to be returned to the drawers in which they were found.
8. Books of travel have 600 for their class number. (Any class which students should have learned may be substituted here)
9. No library material should be taken from the room unless a charge has been made for it.
10. The following call numbers are arranged correctly in the order in which the books would stand on the shelves.

    170 353 070 916.7 796 290 916 796 811
    M28 N24 H18 D87 C29 H17 B72 B25 M62

Problem for High School Freshmen on The Library and its Arrangement

From Omaha Technical High School

A library has been defined as a collection of books arranged for use. These questions are to test your own knowledge of the arrangement of your school library.

1. In what part of the library will you find the following:
   a. The catalog.
   b. This month's issue of the *National Geographic* magazine.
   c. The bound volume of the *National Geographic* for 1928.
   d. An illustrated copy of *Ivanhoe*.
   e. Clipping file.

2. a. How is fiction arranged on the shelves?
   b. What two numbers constitute the call number of a book?
   c. Arrange the following call numbers in the order in which they should appear on the shelves:

973	070	150	740	292
V31	H15	C31	H53	C51
425	326	973	326	640
Ab3	H26	B19	H26y	B29

3. What does the abbreviation "Ref." above a call number on a book mean? In what part of the Library will you find these books shelved?

Projects

The "A" contract for this lesson given in Appendix 1 of the *Key*, the making of a plan for the school library, is a good example of a project in library instruction. The formulating of library rules might also become a group project growing out of this lesson. Compositions on library etiquette or on what the library means to the pupil (for students who have had previous experience with a school library) might also be used as projects.

References

Note: Full entries including publisher and price, for most of the references noted here, are given in the bibliography on page 187.

General Introduction to the Library

Hall, M. E. Good citizenship in the use of books lent by the city. In Public Libraries. 29:44-6, 97-9. Ja.-F. 1924. Reprinted in Wilson, Martha, comp. Selected articles on school library experience. p.185-93.

Excellent suggestions for this first talk given as a community civics lesson. Includes material on care of books.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.15-18.

Practical suggestions for a preliminary survey of the library.

Classification

Allen, F. A. Instruction in the use of the library. p.1-4, 5-7.

Mimeographed outline.

American library association. Education committee. School library yearbook, no. 1. Lesson for the seventh grade, p.49-50; for high school, p.61-3; for the college library, p.106-7.

Includes exercises.

Buck, Gertrude. Keys to the halls of books. p.23-7.

For advanced students. Gives explanation of Cutter system as well as the Dewey system of classification.

Cleveland. Public library. Outline for instruction in the use of books and libraries. Block III. p.13-15.

Contracts.

Denver. Board of education. Library instruction; junior and senior high schools, grades 7-12. Outline for junior high schools, lessons 1 and 2 p.15-24; outline for senior high schools, lessons 1 and 2, p.54-9.

Teachers' manual; includes methods and excellent practice work.

Denver. Board of education. Pupil text outlines. Grades 7 and 8, p.11-14; grades 9-12, p.17-24.

Explanatory material.

Fay, L. E. and Easton, A. T. Instruction in the use of libraries. 3d ed. 1928. p.121-5.

A textbook for normal schools and colleges. Contains illustrations.

Hopkins, F. M. Reference guides that should be known and how to use them. Pamphlet on Library classification and card catalog.

A detailed description of the classification.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.11-31.

Prepared for college courses running thru a semester. Explanation of Library of Congress as well as Decimal classification. Descriptive material only.

Hutchins, Margaret and others. Guide to the use of libraries. abridged ed. 1928. p.14-19.

For short college courses.

Minster, Maud. Instruction in the use of books and libraries. Classifications and Readers' guide. p.1-12.

A pamphlet for high school students. Contains problems including lists of fiction and biography to be arranged.

Moore, A. R. Teaching the use of the library. In Libraries. 32: 207-11. Ap. 1927.

Methods and devices for teaching the arrangement and classification of the library.

Omaha Technical high school library. Instruction in the use of books and libraries. Lesson 2. Classification and card catalog.

A teaching outline.

Rice, O. S. Lessons on the use of books and libraries. p. 40-5.

Contains illustrations and exercises on the classification.

Schmidt, E. F. and Bryhan, L. G. Laboratory course in library science. p.16-21.

Carries examples of the classification thru four subdivisions. Includes practice work.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself! Arrangement and regulations of the library, p.11-16; list of books to classify, p.55-6.

A textbook for high school students under the contract plan.

Ward, G. O. Practical use of books and libraries. 4th ed. 1926. p.18-24.

Clear explanation of call numbers.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.30-6.

Practical suggestions for teaching this unit to freshmen. Problems.

Chapter 3

THE BOOK

Objectives. 1. To teach students the proper care of books. 2. To teach them to use books skillfully, by acquainting them with the various parts of a book and the purpose of each.

Care of books. A review of the preceding lesson makes a good introduction to this, as both lessons treat of library citizenship. Just as it is necessary for students to obey library rules in order to be well served by the library, so it is necessary for them to take proper care of books in order that the library may keep an adequate supply of them for their use. The principal points to be stressed are given in Chapter 2 of *Library Key.* Added details on this subject will be found in the references listed at the end of this chapter. The sample lesson by Miss Mary E. Hall[1] which is included in this bibliography will be found particularly helpful for this unit.

Economy is one of the reasons that can be urged for the care of books. Actual binder's bills may be quoted to show how much of the book fund is spent in re-binding books, many of which have not seen reasonable service, and pupils may be told how much money which otherwise could purchase new titles must be spent in replacing lost or mutilated books. The danger of infection from dirty books, especially if fingers are moistened before turning the pages, should also be emphasized.

Posters and book marks containing book rhymes which emphasize these points may be purchased from Demco Library Supplies Company, 114 South Carroll Street, Madison, Wisconsin.

The highest ground for this appeal for the care of books is that of unselfishness or good citizenship. This lesson is the library's opportunity to help establish the right attitude toward public property which distinguishes the good citizen. Treating school textbooks and library books as carefully as one's own books affords practice in forming desirable habits and attitudes toward public property which should carry over into later life. Discarded books may be brot to class and taken to pieces so that students may see

[1] See bibliography at end of this chapter.

their structure and thus realize how easily they may be damaged by rough usage. A bookbinder's sewing frame with a book in process of being bound is also interesting illustrative material, as are books in the different stages of binding; these last may be secured from binderies. As the class or the teacher suggests the various "enemies of books," other specimen books that have been injured by heat, moisture, or careless handling may be shown. A good way to establish the habit of using bookmarks is for the school library to provide them for students' use. If there is a printshop in connection with the school, an unlimited supply may be furnished at little cost. Rules for the care of books, library rules, or the classification may be printed on these, and if a supply is always kept on the charging desk, students will soon form the habit of taking a bookmark whenever they charge a book. If there is no school printshop and it is impossible to provide bookmarks in large quantities, it will usually be possible to furnish enough so that each pupil taking this library lesson may have one. These could be bought from library supply houses, or made in art classes. In junior high schools the making of bookmarks containing points of library etiquette might be a library project.

A demonstration of the correct way to open a new book should be part of this lesson but as this instruction is now quite generally given in the grades it will often be possible for certain students to demonstrate this process rather than the teacher.

Parts of book. In taking up this subject it is a good plan to arrange that each pupil have a copy of the same book which may be used to illustrate the various points as they are taken up. The *Library Key* may be used for this purpose, and its use can be supplemented by any other textbooks that students have with them. In spite of its common use, the comparison of books to tools is a good one, as high school freshmen, tho totally ignorant of the fact that anything must be learned about books in order to use them, do realize that one cannot use a machine intelligently without knowing all about it. As the instructor explains the various parts of a book, the class may find these parts in the *Key* or other textbooks. They may read the explanations in the library during the class period as in a supervised study lesson, or these may be assigned as assimilative material to be studied later. As each part of a book is taken up, its value in determining the worth of the book should be brot out. The importance of the copyright date in judging books, other than those in the literature class, should be

stressed particularly. In connection with the copyright, pupils may test various books to see how recent they really are and may figure how long before copyrights in certain books expire.

As much practice in using book indexes as possible should be provided in class. With younger pupils, some of this practice may take the form of a game. One person calls out a topic he finds in the index of a textbook and the person calling out the page reference first for three times wins. If the game is continued, the winner may call out the topics and so on.

In order to bring out the use of cross references in indexes, synonyms and topics listed under an inverted form, should be suggested. For example, if one looks up "Table of contents" in the index to the *Key* he is directed to "Contents, Table of"; a "'See' reference" is indexed under "Cross reference," etc. Attention should be called to subdivisions of a subject in index entries, as under "Address" in the sample index given on p. 10 of the *Key*. Care should also be taken that the difference between the arrangement and purpose of a table of contents and an index is clearly understood. In order to see that a table of contents gives a heading that includes the whole chapter but does not give its details, students may turn to the contents table of the *Key* and note that, while it shows that the book has a chapter on *Encyclopedias,* it does not tell on what page the *New International Encyclopedia* will be discussed; but in the index, the name of each encyclopedia discussed in the chapter appears with the page where there is something about it.

As was suggested above, this lesson may be taught effectively under the supervised study plan. Motivation for the work may be provided by showing that the knowledge of how to use an ordinary book skillfully is the foundation of a library course [2] and a great help in other courses as well. A study guide consisting of a carefully prepared list of questions for which the students are to find the answers should then be given out. A modification of part 2 of D contract for this block given in Appendix 2 of the *Key* will serve as a study guide, or some of the simple tests given in the practice work at the end of this chapter may be used. Additional explanations may be given by the teacher either to the group or to individuals, especially in high school classes, and much additional practice work in using indexes should be provided. The study guides may be handed in at the end of the period, or it may seem best to go over

[2] Ward, G. O. *Suggestive outlines and methods of teaching the library.* p.20-1.

the answers in class and give another similar set of questions on a different book to test the assimilation of this chapter. In normal schools this lesson might be greatly extended to include the history of books, printing and bookbinding.

Suggested Study Guide To Be Used With This Lesson Under Supervised Study Plan

(*Library Key* used to answer these questions)

1. How many chapters has this book?
2. On which page does the index begin?
3. How is the index arranged?
4. How is the table of contents arranged?
5. What is the date of the information in this book?
6. What is the author's full name?
7. What is the complete title of the book?
8. What is given in the appendixes of this book?
9. Does this book contain a dedication?
10. Name three points to remember in taking care of a book.

Practice Work and Tests

See also Contracts for Block 2: The Book, in Appendix 1 of *Library Key*, p.72-3.

Problem for High School Freshmen Including Review of Preceding Lesson

From Omaha Technical High School

1. Use your Community Civics textbook for this problem.
   a. Write "yes" if the following items are given on the title page.
      1. Publisher
      2. Copyright date
      3. Full name of author
      4. Title of book
      5. Places of publication
      6. List of illustrations

   b. What is the title of:
      The first chapter in the book.
      The first entry in the index of the book.

   c. In order to find information on the following topics, which will you use, the index or table of contents of your

text book? On what pages can this information be found?

Buffalo Bill
"Safety First"
The handicapped
Municipal government

2. Where are the following in the library?
   a. Illustrated books
   b. New International encyclopedia
   c. Bound volumes of Scientific American
   d. Books of biography
   e. Clipping file

a. How is fiction arranged on the shelf?

b. What two parts make up the call number of a book?

c. Arrange the following call numbers of books in the order in which they would come on the shelves:

973	824	070	814	740
H25	C34m	R56	K29	G81
920	973	920	398	292
C34	H19	Ab2	B44	G82

d. What does "R" above a call number indicate? Where in the library will you find books having "R" above the call number?

Multiple Response Test
(For high schools)

Directions: Underline the one response in each list that makes the statement true.

1. The quickest way to find information in a book is to look in the (index; table of contents)
2. The index is usually in the (front; back) of the book.
3. The table of contents is arranged (alphabetically; in the order in which the topics appear in the book)
4. Pencils make (good; poor) bookmarks.
5. (The date at the foot of the title-page; the copyright date) is the one that tells how old the book really is.

6. In the table of contents one finds (lists of people; stories; chapters; lists of places)
7. If the index of a book says "School libraries, 17-18; 295; 320; 395-400" there are (4, 5, 6, 7, 8, 9, 10) pages that tell about school libraries.

Completion Test

1. The title-page of a book contains ....., ..., ..., and .....
   a b c d
2. The copyright date of a book is found .....
3. The index is more detailed than the .....
4. To find information in a book quickly, look in .....
5. For a general outline of the subject treated in the book, look in .....

Class practice work similar to Part 2 of the D contract given in the *Key* consists in giving to each student a different book and asking him to list a summary of its parts. This could be done with the library textbooks open to serve as a guide to the various parts, or textbooks could be closed and this exercise might be used as a test of pupils' ability to recognize and name correctly the parts of a book.

Problem on Parts of a Book for Normal Schools

1. Take any non-fiction book and make the following report.
   a. Full title of the book examined.
   b. Author's name in full.
   c. His qualifications for writing, if stated.
   d. Edition, if given.
   e. Where published.
   f. Publisher.
   g. Date of printing, if given.
2. Give the date of copyright. Where is this found?
3. Give the inclusive pages for the index.
4. If there are more indexes than one, name them and give the number of the page on which they begin.
5. What is the difference between an index and the table of contents?

6. What is the author's purpose in writing the book? Where did you get this information?
7. Name three or four of the most important general subjects discussed in the book and give the inclusive pages for each.
8. What do the following abbreviations mean?
   ib. (or ibid.)
   sq. (plural sqq.)
   f. (plural ff.)
9. Robert Browning's poem entitled *Rabbi Ben Ezra* the first line of which is "Grow old along with me" is in a number of collections of poems.
   To what word in alphabetical order should one turn to find the entire poem thru:
   a. Title index?
   b. Author index?
   c. First line index?

Projects

Several projects are suggested in the practice work from *Find It Yourself* given in the appendix to the *Key*. These consist of making a title-page and dedication for a book; putting an original composition into book form with title-page, table of contents and index or listing as for an index topics from a book which has no index. If library notebooks are kept, these may be put into the form of a real book with separate chapters for each lesson in the course. As a project for this lesson a title-page and dedication may be made for these notebooks, a table of contents gradually added, and at the end of the course, an index. For a group project used in the University of Chicago high school library, the various members of the class wrote chapters for a book called *The story of a book*. An editorial committee was appointed, an art editor chosen, etc., but all the class gathered material.[3] A two minute talk on library citizenship given in class or home room might also be a project to accompany this lesson and the one preceding.

Compositions for English or Civics Classes

Short compositions on such topics as "Library citizenship"; "The care of books"; "How to judge a book without reading it" as well as the topic "How to obtain a copyright in the United States" used for the B contract of this block in the practice work given in

[3] Course of instruction in the use of books and libraries given in the University of Chicago high school. In Public Libraries. 24:107-9. Mr. 1910

Appendix 1 of the *Key,* could all be used as library problems in regular classes.

References

Note: Full entries, including publisher and price, for most of the references noted here are given in the bibliography on page 187.

Allen, F. A. Instruction in the use of the library. p.1-4.
Includes a good list of points to be stressed in the care of books.

American library association. Education committee. School library yearbook, no. 1. Lesson for high school, p.59-61; for college. p.106.

Buck, Gertrude. Keys to the halls of books. p.17-22.
Includes definitions of the different kinds of printed matter and printed parts of books.

Cleveland. Public library. Outline for instruction in the use of books and libraries in the Cleveland public schools. Block I, the book, p.9-10.
Lesson on the book under the contract plan.

Connecticut. State board of education. A manual for secondary school libraries. p.10-12.

Denver. Board of education. Library instruction, junior and senior high schools. p.31-3.
Outline for teachers and exercises.

Denver. Board of education. Pupil text outline, grades 7-8. p.19-20.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. p.27-40.
Includes exercises and problems suitable for normal school and college students.

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A sample lesson on the care of books as well as general library citizenship.

Hall, M. E. Good citizenship rules. In Public Libraries. 29: 150-1. Mr. 1924.
An excellent list of rules for the care of books compiled by Miss Hall from various authorities for the Handbook of the Girls' high school, Brooklyn.

Hopkins, F. M. Reference guides that should be known and how to know them. Pamphlet on parts of a book.
Includes examples of different kinds of indexes.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.55-62.
Descriptive material.

Kansas City, Mo. Board of education. Activities of the library [in] platoon schools. Library tests, p.61-2; poems and quotations about books, p.81-9.
Simple library tests intended for elementary schools but suggestive for older pupils. Poems about books that could be utilized in this lesson.

Leonard, L. R. Library work with high school freshmen. p.7-8.
Outline of library lessons as part of required English work given to freshman classes of Walla Walla, Washington.

Omaha Technical high school library. Instruction in the use of books and libraries. Lesson 1.
A teaching outline.

Rice, O. S. Lessons on the use of books and libraries. p.1-13.
Includes illustrations, questions and exercises.

Rice, O. S. Lessons on the use of the school library. p.11-15.
Teachers' manual.

Schmidt, E. F. and Bryhan, L. C. Laboratory course in library science. p.12-15.
Includes practice work.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself. p.17-20.
Contracts.

Ward, G. O. Practical use of books and libraries. 4th ed. p.1-17.
Material for students on care and parts of books.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.18-29.
Helpful outlines for lessons on this unit. Detailed form for report on a book.

Chapter 4

THE CARD CATALOG

Objectives. 1. To show students that the card catalog serves as an index or directory to the library. 2. To teach them to use the catalog skillfully.

The subject matter of this unit will usually require more than one period of class work, at least for high school students who have had no previous instruction in the use of a card catalog. If the course in libraries is given in a regular class, the teacher might use part of several periods to develop the various parts as the need for them arises in connection with the class work. If this work is given by the librarian at stated intervals, it will be well to arrange for two lessons on the catalog if possible. One of these covering the material in heavy print in the *Key* as far as the bottom of page 17 could be given to freshmen, and the second covering the rest of the work and a review could be given to sophomores.

Points to bring out with methods and devices. A review of book indexes makes a good introduction to this lesson. In fact, it is possible to think of the library and its resources in terms of indexes, the catalog being the library's index and locating books in the library just as a book index locates topics in books. The connection between the call number on the catalog card and the call number on the book should be pointed out repeatedly and concrete examples used to illustrate. Comparing the library catalog to a city directory also helps fix its usefulness in telling where to find material in a library and carries further the analogy suggested in the preceding chapter in which call numbers were compared to street addresses.

If the lesson is given in the library, actual catalog drawers may be examined. These may be placed on tables so that groups can have access to them while the librarian is giving the explanations as well as afterwards for practice work. If the lesson is given in a classroom it may sometimes be possible to bring in a few trays for demonstration; but if, as in many schools, large numbers of students are using the library while this lesson is in progress it

will be impossible to remove drawers from the catalog, and other illustrative material must be used. Some school librarians compile a sample catalog of about fifty cards which are arranged behind guides and serve to illustrate the different kinds of cards and their arrangement. Other schools provide a sample set of cards for each student including an author, title, subject, and cross reference card, and, if analyticals are taken up, samples of the three kinds. These sample sets may be mounted on cardboard or, as suggested by Mrs. Allen in her outline of library instruction,[1] they may be put in celluloid folders sold by Gaylord Bros., Syracuse, N. Y. Large catalog cards, about 25" x 15", are useful in teaching the different kinds of cards, as the whole class can observe the same card while the explanation is being made. These cards should illustrate author, title and subject entries as well as "see" and "see also" references and could be made by the printing or art department of the school. The instructor should take care that the books for which the large sample cards are made are in the library so that she may demonstrate the connection between the call number on the catalog card and the book on the shelf by sending pupils for the books or having them in the class room. Attractive books interesting to the group should be chosen for illustration. Sample catalog cards drawn on the blackboard can take the place of or supplement the printed cards. In normal schools or colleges where a more detailed course is given, the lantern is helpful in teaching the various kinds of cards and especially in demonstrating details on Library of Congress cards.

Practice in using the guides on the outside of the trays should be given in class. If the actual catalog drawers are not available the illustration of drawer labels shown on page 15 of the *Key* may be used, or a chart which reproduces the labels from the school catalog.[2] For this drill the teacher might name rapidly words or titles that might be headings on catalog cards and students would tell in which catalog drawer the heading would be found. Some of these headings should begin with articles. Some drill on alphabetic arrangement will probably be necessary in high school classes before students attempt their catalog problem unless a test has shown a sound knowledge of the alphabet. The exercises suggested in Appendix 2 of *Library Key* might be used for class drills in alphabetizing. References to other exercises may be found in the chapter on the dictionary which follows.

[1] Allen, F. A. *Instruction in the use of the library.* p.4.

[2] Cf. Carpenter, H. S. and Elder, Vera. *Objective teaching in the library.* In *English Journal.* 17:121-8. F. 1928.

Filing rules. The filing rules given on pages 24-5 of *Library Key* may be gone over in class and any variations practiced by the local library noted. High school freshmen cannot be expected to grasp many filing rules. They should know the "Short before long" rule and the filing of subject cards for authors behind the cards for their writings. Other rules may be taken up later. The filing of different parts of the alphabet behind guide cards will need some emphasis, as high school pupils frequently look in front of the guide for the entry wanted.

Library of Congress cards. Even tho the school library does not use Library of Congress cards, high school students should be introduced to them during their library course. They will be sure to meet them in college and in their use of the public library and there is no reason why boys and girls high school age cannot learn, not only to use them without confusion, but also to appreciate their scholarly detail, if a little explanation of this detail is given them. If two lessons on the catalog can be arranged, Library of Congress cards are probably best taken up during the second lesson, the reproduction on page 16 of the *Key* serving for illustrative material. The following class exercise, suggested by a similar plan used in the Baltimore public schools,[3] has proved successful. Surplus Library of Congress cards[4] were given call numbers and headings and mounted on cardboard. Below each was written a set of questions, the answering of which called for a close scrutiny of the card. After an explanation of the details on Library of Congress cards had been made, these mounted cards with their questions were distributed, one to each member of the class. This exercise was conducted informally and the answers to the questions were not written. The students regarded it as a game or puzzle and were eager to find the answers to all the questions on their cards. When they came to a question that puzzled them they asked for help from the instructor who passed around the room and checked the work somewhat. As each student finished answering the questions on his card he exchanged with someone else, so that each examined author, title, subject and analytical cards. If *Library Key* is used as a text the explanation of details on Library of Congress cards on pages 16-17 would, of course, be used for explanatory material and students could refer

[3] Broening, A. M. and Wilkinson, M. S. *Adventures in the library.* v. 2. *The card catalog and the magazine index.* p.7-12.

[4] If the library does not use Library of Congress cards so that none accumulate in cataloging, sample cards may be purchased for this demonstration, for a few cents. It will not be necessary to use a different card for each pupil, five or six different sets of cards will give sufficient variety, if enough copies of these are provided to give each pupil one card.

to it for help on questions about which they were in doubt. If it seemed best to have answers to these questions written, thus using this exercise as a test, the cards could be numbered, each student putting the number of the cards he used on the paper with his answers.

An example of questions asked concerning a card for a book of collective biography containing contents follows.

1. Is this an author, title or subject card?
2. In what broad division of the classification has this book been classified?
3. How many pages does it have?
4. Are there any pictures in it?
5. What is its date?
6. What does the small "c" before the date mean?
7. Name two people whose biographies are in this book.
8. What is the date of the author's birth?
9. Is he still living?
10. Can you think of any class work for which this book would be useful?

Tho considerable initial work is involved in the mounting of the cards and the preparing of the questions (student assistants could mount the cards and type the questions, pasting them below the card) this exercise will be found very effective for familiarizing pupils with Library of Congress cards as well as furnishing drill on the use of the catalog in general.

Assignment. Much of the practice work which follows calls for students' finding books on the shelves after they have looked them up in the catalog. This is an excellent plan, as it ties up the catalog with the classification and demonstrates the fact that the catalog is the index or key to the shelves. In large schools it is difficult to check this part of the problem, but whenever possible, this locating of books found in the catalog should be carried out by the students. A possible method which has been used in the Omaha Technical high school with sophomore classes is to give each student a slip containing a question to be answered by use of the catalog. These slips also say—"See if you can find this book, charge it out and bring it to class next lesson." If the book cannot be found, a correct description of the place where it should be is accepted. The sophomore library classes meet once a week for three weeks, students coming from the library or study halls for the work. As there is a week in which to prepare this simple assignment, there is no congestion at the catalog; on the

other hand during the interval of a week, many forget their library assignment entirely and much follow-up by the librarian is necessary. An interesting device for checking this practice in finding books on the shelves is used in the South Philadelphia high school for girls. After students find books which have been looked up in the catalog under author, title and subject, they draw a diagram indicating the book on either side of each book found.

The practice work for this chapter, as is true for all practice work in this manual, is only suggestive, as questions and exercises on the catalog should be constructed to fit local conditions, to correlate with classroom activities and the pupils' interests. A list of subjects and authors to be used for practice work should be made out in advance and carefully checked with the school catalog.

Practice Work and Tests

See also Contracts for Block 3: The Card Catalog, in Appendix 1 of *Library Key*, p. 73-4.

Exploratory or Pre-test for this Unit

1. How could you find out quickly whether your civics textbook has any material on the topic City planning? (Any other book might be substituted.)
2. How could you find out quickly whether the library has a copy of *The cruise of the Cachalot?*
3. Arrange in alphabetical order the names of the following authors.

Mary Mapes Dodge	Robert Louis Stevenson
Rudyard Kipling	Ralph Delahaye Paine
James Willard Schultz	Winston Churchill
Louisa May Alcott	Allen French
Frances Hodgson Burnett	James Fenimore Cooper
Henry Willard French	Steward Edward White

4. Arrange in alphabetical order the following words.

church	conversation
climate	cruise
cabinet	cathedral
Christmas	China
clothing	contemporary
constitution	commercial
copper	cyclopedia
criticism	century
coffee	contracts
college	circus

Class Practice Work

If the class is small and if this lesson is given in the library or in a nearby classroom, some practice in using the catalog may be carried on during the class period. Slips containing a single question to be looked up in the catalog are distributed, care being taken that no two questions call for the use of the same catalog tray. The answers are checked by the teacher and additional slips given to those students who finish before the allotted time. As a variation of this exercise, students might make lists of titles of books they would like to read, look them up in the catalog and find them on the shelves.

At the end of the lesson on the catalog, an interesting bit of practice would consist of cataloging on the board some book, possibly a textbook which is in the hands of the class. As the class follows with the book open at the title-page (pupils will see by this time that the catalog card is really the book's title-page written on a card) the teacher may make author and title cards. Pupils may suggest the subject, and after it is decided on a member of the class may be sent to the library catalog, if not far away, to verify the heading. If time permits, another book may be catalogued, the students making the cards. With superior groups, analyticals for a simple book such as a collected biography might be attempted. A problem similar to this is part of the A contract for this unit given in the practice work in the back of *Library Key.*

In normal schools students might be given three or four books easy to classify and asked to make author, title and subject cards for them and then arrange the cards as in a catalog. The catalog cards in the *Key* could be used as a guide for form.

Catalog Problems Which Involve Looking up a Book by Author, Title, and Subject

Note: Three or four different sets of three questions each should be used in order to prevent congestion at the catalog. The questions might be typed on a sheet, mimeographed, and cut into parts so that a set of three questions could be given each pupil. Answers may be written on the slips. Copies of these questions may be made during successive years until a fresh stencil is needed.

Simple exercise

1. Name two books in our library by Robert Louis Stevenson.
2. Who wrote *Westward ho!?*

3. Give author, title and call number of one book in the library on the subject *radio*. Find this book and bring to the librarian to check.

Longer Exercise Including Review

1. The catalog is an alphabetical list of the books in the library, each book being listed under its author, its title and its subject. It is necessary to use the catalog to answer these questions.
   a. Name two books written by Alfred Payson Terhune.
   b. Who is the author of *Men of iron?*
2. a. Give the title of a book on *aeronautics.*
   b. Give the title of a book which has information about President Hoover.
   (Subject headings are always in red in the catalog)
   c. See if you can find on the shelves the book which has the call number 970.2
   Sch2
   What is its title ?

NOTE: Problems like those above are not too simple for high school freshmen who are using the catalog for the first time. Such exercises could be modified and lengthened for more advanced pupils or to provide minimum and maximum requirements. An example of a problem involving cross references and subject analytics follows.

(The questions starred might constitute a minimum assignment)

*1. Name two books in our library by Mark Twain besides *Huckleberry Finn.*

*2. Who wrote *The Virginian*?

3. Give the call number, author and title of a book entirely about *airplanes.* Give the call number, author and title of a book which has a chapter on this subject and tell the page on which the account begins. (If practicable have these books brot to class or to the desk).

4. a. Give the call number, author and title of a book in the library entirely about Charles Lindbergh.
   b. Give the call number, author and title of a book which has a chapter about him.

*5. How many books in the library on *track athletics*?

6. Under what other headings may be found information on the subject *occupations*?

7. a. Who wrote *Martin Chuzzlewit*?
   b. Give call number, author and title of two books giving information on the life of the author.

*8. What edition of *Etiquette* by Emily Post does the library have?

*9. What is the latest book in the library on the subject *immigration*?

Problem Suitable for Groups having had Some Experience with the Catalog

1. *Sun-up* a play written by....., is found in the collection....., edited by....., on pages.....

2. Israel Zangwill's dates are.....

3. A short biography of Henry Ford can be found in the book ....., written by.....and published by.....in.....

4. A bibliography of *Child labor* may be found on pages..... in the book.....written by.....

5. a. List two whole books in the library on *personality*.

Author	Title	Call number
.....	.....	.....
.....	.....	.....

   b. List two books in the library, having chapters on *personality*.

Author	Title	Call number	Pages
.....	.....	.....	.....
.....	.....	.....	.....

6. Find from the catalog a book of fiction dealing with the French Revolution.

Author	Title	Call number
.....	.....	.....

7. a. Two books in the Chronicles of America series are:

Author	Title
.....	.....
.....	.....

b. The editor of this series is.....

8. a. *Dr. Heidigger's experiment,* a story written by..... is found in the collection....., edited by .....

b. By looking under Hawthorne's name in the catalog, see if you can tell which collection of short stories written by him contains this story. (If the library does not put contents on author cards for short stories, this question could not of course be answered by the catalog).

Objective Tests

Note: The questions or statements for the following objective tests were suggested by sample tests used by various librarians.

True-false Test on the Catalog

Directions: If the following statements are true place a plus (+) mark to the left; if false place a minus (-) mark.

1. The catalog is arranged according to the Decimal classification.
2. In searching for material on a special subject one should first consult the card catalog.
3. In order to tell whether the library has a certain book one must know the author of the book.
4. The number in the upper left-hand corner of a catalog card indicates the place on the library shelves where the book belongs.
5. A subject or name printed in red at the top of the catalog card indicates that the book listed below is wholly or in part about that subject or person.
6. Most books are represented in the catalog by at least three cards.

Completion Test

1. The three ways to look for information in the card catalog are under....., ..., ...
   a b c

2. To find where a book is located on the shelves look for the ..... in the.....
3. The card catalog is to the.....what an index is to a.....
4. To find the call number of a book by Jacob Riis look in the card catalog under the word.....
5. To find the call number of the book *The land of the long night* look in the card catalog under the word.....
6. To find the call number of a book on *Basketball* look in the card catalog under the word.....

Completion Test on the Catalog and Classification for Normal Schools

Compiled by Gladys Pratt, State Teachers College, Westfield, Mass.

I. A library catalog is to the.....(1) as the.....(2) is to the book.

II. The Dewey classification divides all knowledge into.... (3) classes; each class is further subdivided into..... (4) divisions; and each division into....(5)....(6).

III. The last class of the Dewey classification includes three different subjects, which are.....(7), ...(8), and.....(9).

IV. Name the classes of the Decimal classification, giving the corresponding notation. (10-29)

V. The author card is often called the.....(30)..... (31).

VI. Describe the author card, listing the kinds of information found there. (32-36)

VII. Name two other kinds of catalog cards telling briefly how each differs *in purpose* from the author card, (37-40).

VIII. B is sometimes used instead of 920 to indicate .... (41). F is sometimes used instead of 823 to indicate ....(42)

IX. Analyze the following call number: 920
H37s

(43).....

(44).....

(45).....

1. Library
2. index
3. ten
4. ten
5. ten
6. sections
7. history
8. travel
9. biography
10. General works
11. 000-099
12. Philosophy
13. 100-199
14. Religion
15. 200-299
16. Sociology
17. 300-399
18. Philology
19. 400-499
20. Science
21. 500-599
22. Useful arts
23. 600-699
24. Fine arts
25. 700-799
26. Literature
27. 800-899
28. History
29. 900-999
30. main
31. entry
32. call number
33. author
34. title
35. imprint
36. collation
37. title card
38. indicates location of book if only title is known
39. subject card
40. refers to book on subject in which reader is interested
41. biography
42. fiction
43. 920=Classification
44. H37=Author number
45. s=title of book

(39-42 may be answered by noting any other catalog cards, except author)

Compositions for English Classes

Expository themes on the use of the catalog furnish another form of practice work for English classes doing this kind of writing. A similar suggestion is part of the "A contract" for this block given in Appendix 1 of *Library Key.*

References

Note: Full entries, including publisher and price, for most of the references noted here are given in the bibliography on page 187.

Allen, F. A. Instruction in the use of the library. p.4-5.

Outline of points to be brought out in teaching.

American library association. Education committee. School library yearbook, no.1 Lesson for 7th grade, p.50-1; for high school, p.63-4; for normal school, p.90; for college, p.107-9.

Also includes in Appendix A p. 74-7, brief explanation of catalog and contracts from *Find it yourself* by Elizabeth Scripture and Margaret R. Greer.

Broening, A. M. and Wilkinson, M. S. Adventures in the library. Pt. 2 for 7th grade. The card catalog and the magazine index.

Loose-leaf textbook for elementary schools and junior high schools. Lessons on the catalog contain reproductions of Library of Congress cards with questions on them, as well as other exercises with the catalog.

Buck, Gertrude. Keys to the halls of books, p.41-5.

Includes illustrations of alphabetic arrangement.

Cleveland. Public library. Using books and libraries, an outline of instruction in the Cleveland public schools. Library instruction for 6th grade, p.6; outline contract plan, p.15-17.
Simple practical contracts.

Denver. Board of education. Library instruction, junior and senior high schools. p.25-30, 57-63.
Teachers' outline; includes interesting problems for practice.

Denver. Board of education. Pupil text outlines, grades 7, 8, p.15-18; grades 9-12, p.17-24.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. p.126-35.
Rules for arrangement of cards in a catalog differ somewhat from those given in *Library Key*. Includes exercises.

Hopkins, F. M. Reference guides that should be known. Pamphlet on library classification and card catalog.
Includes problem; also illustration of catalog drawer with guides.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.34-54.
For college students. Detailed information.

Hutchins, Margaret and others. Guide to the use of libraries. abridged ed. 1928. p.20-9.

Manly, J. M. and Rickert, Edith. The writer's index of good form and good English. p.4-6.
Directions for using the catalog for college students who have not had library instruction.

Omaha Technical high school library. Instruction in the use of books and libraries. Lessons 2 and 4.
Teaching outline.

Pritchard, Margaret. Mysteries of the catalog. In New York Libraries. My. 1927. p.208.
Teaching for grades 5-8.

Rice, O. S. Lessons on the use of books and libraries. 1920. p.46-52.
Includes exercises.

Rice, O. S. Lessons on the use of the school library. p.35-41.
Methods and exercises.

Schmidt, E. F. and Bryhan, L. G. A laboratory course in library science instruction. p.22-6.
Lesson on the catalog presented as part of a chapter on indexes.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself. Contracts for card catalog, p.37-42; questions, p.52-3.

Ward, G. O. Practical use of books and libraries. 4th ed. 1926. p.25-34.
Descriptive material for students.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.36-9.
Includes suggestions for exercises.

Chapter 5

THE DICTIONARY

Objectives. 1. To familiarize pupils with the arrangement of Webster's *New International* and the *New Standard* dictionary. 2. To help them acquire skill in the use of these unabridged dictionaries. 3. To inform them of the possibilities of the dictionary as a reference aid.

The amount of time given to this library lesson and the details covered will vary greatly in different schools, as a dictionary study is part of the regular English work in many high schools at the present time and some work with abridged dictionaries is also given in many elementary schools. If exploratory tests reveal that students have actually attained some degree of skill in using dictionaries and have a satisfactory knowledge of the dictionary as a reference aid, the high school library lesson on the dictionary need stress only the arrangement and other characteristics of unabridged dictionaries and bring out some of the unusual information which may be found in them. In schools in which students have had no previous work with dictionaries, much more ground must be covered and at least two lessons on the dictionary should be arranged, either as library lessons or as part of the English work.

Alphabetic drill. Drill on alphabetic arrangement will be a useful preliminary to study of the dictionary as it is obvious that students cannot use the dictionary skillfully without a sound knowledge of the alphabet. Some exercises on alphabeting were given in the practice work at the end of Chapter 4 and others are included in the practice work for this chapter. The following books and pamphlets also contain exercises for drill on alphabeting.

Brown, Zaidee. Library key. Appendix 2. p.79.

Funk and Wagnalls. Word study leaflet. p.12.

King, W. A. The elementary school library. p.124-5.

New York (City) Board of education. Course of study in use of library books . . . p.7-8.

Powell, F. V. The value of the dictionary. p.3-6. pa. Merriam.

Rice, O. S. Lessons on the use of books and libraries. p.16.

Points to bring out with methods and devices. As an approach to this work with younger pupils some instructors have compared looking up word information in a dictionary to looking up travel information in Foster Bureaus. Instead of the slogan "Ask Mr. Foster" the travel authority, students are encouraged to "Ask Mr. Webster," the authority on words.[1] The technique of looking up a word in the dictionary should be acquired in this lesson by drill in the three steps to take in looking up a word: first the use of the thumb indexes, second the use of the guide words at the top of the page, and last the locating of the word on the page. The arrangement of the *New International* with its three alphabets, and its gazetteer and biographical dictionary, will need special emphasis and drill. An understanding of the abbreviations and diacritical marks used in the dictionary is also a necessary part of dictionary technique. It is not an uncommon thing for high school students to be utterly unable to find meanings of words in a dictionary because they have ignored entirely the abbreviations of the parts of speech. Finding the right meanings of words is the hardest part of dictionary work and one that many students, especially those of foreign birth, never master. Tho nowadays children are taught to get the meanings of words from the context when they learn to read, rather than from looking them up in the dictionary, high school students should be able to discriminate between meanings in the dictionary. This part of the dictionary study should receive particular explanation and drill, until students learn to search thru the meanings until they find the one that best fits the context in which the word they are looking up occurs. Another point to make clear in finding the meaning of words is, that when the dictionary defines a word by using another word which the student does not understand, it is necessary to go back to the definition of this second word. This is especially the case in the definitions containing the basic word from which the first word is derived, as "zealous—filled with, characterized by, or due to zeal." Students should realize that such definitions are valueless until the meaning of the basic word has been learned.

Where thoro study is possible, as in English classes, students should gain a clear impression of the various kinds of information which may be gained from dictionaries. The *Library Key* gives this information in compact form for students' use. After these pages have been studied, questions involving the looking up of the same

[1] Allen, F. A. *Outline for library instruction.* p.7.

word may be given in order to bring out the fact that the dictionary shows spelling, syllabication, part of speech, derivation, historical development, synonyms, plurals of nouns with irregular plurals, or principal parts of irregular verbs, correct usage, as well as the miscellaneous information listed in the *Key*. The two textbooks by O. S. Rice listed in the references at the end of this chapter are especially helpful for teaching the various purposes for which the dictionary may be used.

If time permits a comparative study of the *New Standard* and Webster's *New International,* the listing of the characteristics of each in tabular form would be helpful. After the class has studied the material on page 27 of the *Key* and after groups or individuals have investigated the two dictionaries somewhat, students and teacher together might make on the board a chart similar to the one on the following page.

Some mention should be made of the two pronunciation keys used in the *New Standard.* As most pupils learn in the grades the symbols of pronunciation used in the Webster dictionaries, it may not be practicable to teach an additional system. In that case pupils may be taught to use the second pronunciation in the *New Standard.*

The G. and C. Merriam Company, publishers of Webster's *New International* dictionary, and Funk and Wagnalls, publishers of the *New Standard,* both supply free pamphlet material useful for teaching this unit. These pamphlets, which may be obtained in quantities, consist of descriptive and explanatory material, sample pages, dictionary lessons, drills in pronunciation and finding words, and dictionary games. Two of these pamphlets issued by the Merriam Company, *The value of the dictionary* by Frank V. Powell and *The use of the dictionary,* by Dr. Edward W. Stitt, and the word-study leaflet published by Funk and Wagnalls, are particularly detailed and helpful, as they include drills, games and tests which may be used for practice work. The last named pamphlet gives examples of practice work which correlates with various English texts and topics.

The practice work which follows is merely suggestive of the kind of questions which may be asked on the dictionary. If this lesson is part of the English work the dictionary drill would naturally be based on the course of study; if given as part of a separate course, the questions should tie up with the pupils' interests and activities. Some schools in which the use of the dictionary is part of the regular English course of study require each day the study

Chart Showing Arrangement and Contents of Webster's New International and the New Standard Dictionaries

Information To Be Found In Webster's New International Dictionary

Introductory part	Main part or vocabulary	Appendix
Colored plates Table of contents List of authors quoted History of the English language Guide to pronunciation Orthography Abbreviations used by dictionary itself Explanatory notes	Above the line New words (Addenda) Words in common or present use Proper names often met with in reading (that is, names of characters in literature, and mythology, etc.) Below the line Unusual and obsolete words Proper names occurring less frequently Christian names Foreign phrases Abbreviations	Gazetteer or dictionary of geography Biographical dictionary Arbitrary signs used in writing and printing Classified selection of pictorial illustrations

Information To Be Found In New Standard Dictionary

Introductory part	Main part or vocabulary	Appendix
Table of contents Introduction Spelling and pronunciation Methods of compounding words Foreign language chart Key to abbreviations Key to pronunciation	Words in common or present use Places Persons (including historical characters and characters in literature and mythology) Abbreviations (Most abbreviations are grouped under words *abbreviations* and *degrees*) Illustrations	Disputed pronunciation Rules for simplified spelling Disputed pronunciation Rules for simplified spelling Glossary of foreign words and phrases Statistics of population

of a new word met by pupils in their reading. This word study consists of listing in outline form the following points.

1. New word.
2. Sentence in which found and source.
3. Part of speech of word as used and meaning.
4. Definition.
5. Pronunciation and syllabication.
6. Use of word in an original sentence.

Practice Work and Tests

See also Contracts for Block 4: Dictionaries, in Appendix 1 of *Library Key*, p.74-5.

Preliminary Exercise for First Work with Dictionary

Note: This exercise might be used as a study guide for a supervised study lesson. It might also be used as a pre-test for groups having had some work with the dictionary. In this case it would be well to add a question that would test knowledge of the alphabet. Abridged dictionaries such as Webster's collegiate dictionary will answer these questions.

1. By use of the list of abbreviations in the front of the dictionary, find what the following abbreviations used in dictionaries stand for: n., v., adj., Lat., O.E., colloq.
2. What does the word *diacritical* mean?
   Indicate the pronunciations of the following by showing the diacritical marks and accent:

acclimate	gratis
gala	compromise
superfluous	mischievous

3. What is the order of the definitions in Webster's *New International?*
   What is the order of the definitions in the *New Standard?*
4. Find the best definition of the word *derivation* as used in this sentence: "The dictionary gives the derivation of words."
5. What is the meaning of *obsolete?*
   What abbreviation for this word does the dictionary use?
6. What is the definition of the word *synonym?*
   What synonyms does the dictionary use for the word *absurd?*
7. Find an illustration of the following in the dictionary:

coronet	saxophone	cobra
ear	owl	greyhound
hourglass	helmet	sombrero

Completion Test

This simple test might also be used as a pre-test for groups having had some work with the unabridged dictionary, or as an achievement test at the end of the first lesson on the dictionary.

1. The explanation of abbreviations is found in the..... of the dictionary.
2. In Webster's *New International* dictionary the key to pronunciation may be found.....and..... In the *New Standard* these keys are found..... and.....
3. Two aids which make it easier to find a word in a dictionary quickly are.....and the.....
4. Less important words may be found.....in Webster's *New International* dictionary.
5. There are.....alphabets in which to look for a word in Webster's dictionary.
6. In Webster's *New International* abbreviations are generally found ..... In the *New Standard* most abbreviations are found.....
7. One may find brief information about places in the..... of Webster's *New International;* the *New Standard* gives this information .....
8. In the *New International* brief statements concerning historical characters are given.....; in the *New Standard* this information is given.....
9. The *New International* arranges definitions historically giving the oldest one first; the *New Standard* arranges them .....

Dictionary Questions

A list of questions on unabridged dictionaries follows. This list could be mimeographed and then cut into parts, each part containing three or four questions. Additional single questions on the dictionary may be found in Scripture and Greer *Find it yourself,* p. 49-50, and a list of topics for questions on the dictionary is given in Ward's *Suggestive outlines,* p. 84-7.

Directions: Use either the *New Standard* or Webster's *New International* dictionary unless your question calls for the use of both. Give name of dictionary used and in-

dicate in which part (that is, addenda, main part, gazetteer, etc.) you found your answer.

1. What is the meaning of R. S. V. P.?
2. Where is Mont Blanc?
3. What synonyms does Webster's *New International* give for *error*?
   What does the *New Standard* give?
4. What is the meaning of *camouflage?*
5. What was the sword of Damocles?
6. What does "Laissez faire" mean?
7. Who was Tommy Atkins?
8. What is the meaning of the expression *Vanity fair?*
9. What is the derviation of *encyclopedia?*
10. What is the meaning of *Bolshevist?*
11. What is the pronunciation of *adult?*
12. What is the derivation of *universe?*
13. What did the word *knave* mean formerly?
14. Define *personnel.*
15. What is the meaning of *orthography?*
16. What is the meaning of the word *bibliography* in the following sentence? "Make a brief bibliography on the subject *City manager plan.*"
17. What is the meaning of *vitamin?*
18. Rewrite the following sentence using in place of the words italicized, their definitions: "The *New Standard* dictionary gives *antonyms* as well as *synonyms.*"
19. Define the word *archaic* and use in a sentence.
20. What is the translation of "le tout ensemble"?

ASSIGNMENT ON DICTIONARY FOR NORMAL SCHOOLS
From State Teachers College, Kearney, Nebraska

This test provides for three groups, one answering questions marked a, one b, and one c.

I. Consult Webster's *New International* Dictionary and the *New Standard* Dictionary for answers to the following. Questions need not be repeated. Do not give the answers to the questions. Indicate dictionary and page as shown in example.

Example: 1. (b) Webster's: p. 1142
Standard: p. 1296

1. a. What words are synonymous with "disseminate" ?
   b. What are the synonyms for "irrational" ?
   c. What terms are synonymous with "jurisdiction"?
2. a. What is "duvetyn" ?
   b. What is the "Schick test" ?
   c. What is "typoscript"?
3. a. Who was "Vertumnus"?
   b. Who was "Poseidon"?
   c. Who was "Baucis" ?
4. a. What is the meaning of "P. T." ?
   b. What is the significance of "L. M. T." ?
   c. What is the meaning of "p./c." ?
5. a. In which one of Scott's novels is the character "Rebecca the Jewess" found?
   b. In what play occurs the character "Sir John Falstaff" ?
   c. Who created the character "Mr. Greatheart" ?
6. a. What are the antonyms of "anxious" ?
   b. What are the antonyms of "wisdom" ?
   c. What are the antonyms of "bright" ?
7. a. What is the size of the "Lake of Zurich" ?
   b. Where was "Numidia" located?
   c. What is the capital of "Haiti" ?
8. a. Of what nationality was Amundsen?
   b. When did Eugene Field die?
   c. What is the maiden name of Madame Melba?
9. a. What is meant by "Omnia bona bonis" ?
   b. What is the translation for "le tout ensemble" ?
   c. What is meant by "che sara sara" ?
10. a. Find a facsimile of the Declaration of Independence.
    b. Find a plate illustrating coins.
    c. Find a plate illustrating the chief foreign alphabets.

II. Fill out the following table indicating, in the space provided, the parts of each dictionary where the items listed in the left-hand column may be found, using the following

terms to designate those parts: main vocabulary, addenda, below line, appendix.

	Items	*Webster's*	*Standard*
1	Synonyms		
2	Recent words		
3	Mythological names		
4	Abbreviations		
5	Fictitious names		
6	Antonyms		
7	Biblical names		
8	Geographical names		
9	Obsolete words, provincialisms, archaisms		
10	Biographical names		
11	Foreign words and phrases		
12	Illustrations		

III. List in the order in which they appear the appendixes found in each of the dictionaries.

True-false Test on the Dictionary
(Compiled from various general library tests)

Directions: If the following statements are true place a plus (+) sign in front of the number; if they are false place a minus (—) sign.

1. A dictionary gives the pronunciation and meaning of words.
2. Webster's *New International* dictionary arranges all kinds of words in the English language in one alphabetical list.
3. The *New Standard* dictionary features the divided page.
4. If no plural is indicated in the dictionary the plural is formed by adding "s" to the singular.
5. The dictionary gives information about the word only and not about the subject for which it stands.
6. The Gazetteer in the *New International* dictionary gives pronunciation of geographical names.
7. For a definition of a word consult the card catalog.
8. The guide words of a dictionary make it possible to use the dictionary more easily and rapidly.

9. Obsolete words are found in the Addenda of the *New International* dictionary.
10. Dictionaries have full accounts of noted persons and places.

Games

The following game is described in the outline for library instruction compiled by Mrs. Allen,[2] of the Newtown high school of Elmhurst, N. Y. Two captains representing the school colors are appointed and also a scorekeeper. The captains choose sides. The librarian then asks a question on the dictionary, first of one side, then of the other. The pupils are supplied with sample sheets from the dictionary furnished by the Merriam Company, and when a pupil fails to answer correctly a mark is recorded against his side but he is not required to drop out, as this is apt to make him lose interest. If school dictionaries are in the hands of pupils they may be used, of course, instead of the sample sheets.

The pamphlet material issued by the publishers of the *New International* and *New Standard* dictionaries to which reference has already been made contain many suggestions for dictionary games and drills. Some of these games are reproduced below with permission of the publishers.

The following four games are taken from Funk and Wagnalls' Word-study leaflet.

Word-formation Contest

Place on the board such a word as "government" and require the pupils to make up as many words as possible from the designated word, instructing them to make separate lists according to parts of speech. Direct an exchange of papers and assign as home work the grading of the class lesson from the pupil's edition of the *Standard.* On a basis of fifty words (122 are possible) count off 2 per cent for each error in spelling, listing, or failure to reach the required fifty words.

Current Event Drill

Select ten places mentioned in a recent newspaper or magazine and look up in the dictionary the principal facts in regard to each. Such an exercise may start the habit of consulting the dictionary for every word which the pupil is not sure about.

[2] Allen, F. A. *Instruction in the use of the library.* p.7-8.

Speed Test

List ten words on the board, to be looked up in the Standard dictionary by the pupils, and marked as to: (a) syllabication; (b) accent marks; (c) diacritics; (d) part of speech. Give twenty minutes for the test, then exchange papers, directing the pupils to check up the words in their dictionaries, marking 5 per cent for each mistake.

Famous Character Contest

From the unabridged *Standard* dictionary have the pupils obtain description of some famous historical or literary character that has been mentioned in class work, i. e., George Washington, Pocahontas, Lincoln, etc. Require that each pupil give his description from memory so that other members of the class may write the name to which they think the description applies, to be checked up at the end of the period.

The following four games are taken from E. W. Stitt. *The use of the dictionary,* published by the G. and C. Merriam Company.

Relay Race

Several words are placed on the blackboard by the teacher as follows:

soluble	frontispiece	contraction
influenza	expedite	informally

The first six pupils in each row constitute a team. Each pupil has his dictionary, closed, before him on the desk, and the first pupil in each row is given a blank sheet of paper. When the teacher gives the signal to start, the first pupil selects the word that is nearest the beginning of the alphabet, consults his dictionary, and records on the paper the syllabified spelling, correct pronunciation, and part of speech. He then passes the paper to the pupil behind him, who selects the word next in alphabetical order, and records the similar facts as for the first word. The same plan is followed until all pupils in the row have finished, or until the teacher gives the signal to stop work.

The papers are then corrected and the row with the highest score wins the contest. It may be made still more difficult by requiring each competitor to write a definition of the word, and illustrate its correct use in a sentence.

Speed Test

Papers are distributed upon which the pupils are to record as many words as possible from the dictionary, (in a limited space of time). Each word, however, must commence with a different letter. Much variety may be employed. For instance, the teacher can require only nouns, verbs, adjectives, or any other part of speech. It is also advisable to give a bonus of 5 per cent for neat writing, otherwise the tendency will be for the pupils to scribble rapidly, to the great detriment of penmanship.

Grammar Game

The teacher writes upon the blackboard a list of words like the following:

ally	attribute	contest
present	address	promise

The pupils are to look up the words in the dictionary, and write sentences that shall show the use of the same words as nouns, verbs, etc. The pupil must also record what part of speech each is using the abbreviation for the same as given in the dictionary.

Pronunciation Game

A list of words frequently mispronounced is placed upon the blackboard. The following is a suggested list:

concentrate	hospitable	isolate	camera
natural	peremptory	compromise	Illinois
illustrate	patriot	telegrapher	vehement
sacrilegious	sergeant	schedule	
formidable	extirpate	impious	

The pupils are first to arrange the words in alphabetical order, and then to indicate the correct pronunciation as printed in the dictionary. If two pronunciations are given as permissible both must be recorded. Only important words are suggested, each to be rated as five points. To encourage careful penmanship, however, a bonus of ten points or less is to be given for neatness.

REFERENCES

Note: Full entries including publisher and price, for most of the references noted here, are given in the bibliography, on page 187.

Many textbooks on the teaching of English include sections on teaching

the use of the dictionary. A few of these are included in the following list but any school library will contain others that will prove helpful.

Allen, F. A. Instruction in the use of the library. p.7-9.
A good sample lesson with questions.

American library association. Education committee. School library yearbook no. 1. Lesson for high school, p.64-6; for normal school, p.92-3; for college, p.109-11.

Anderson, J. M. A new study of English words. American book co. 1929.

Denver. Board of education. Library instruction, junior and senior high schools, grades 7-12. p.50, 64-7.
Outline for two lessons, one in 9B and one in 10B English classes. Suggested practice exercises included with second outline.

Denver. Board of education. Pupil text outline, grades 9-12. p.10-11, 25-7.
Explanatory material.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. p.41-3.
Descriptions of best known dictionaries. Exercise on dictionary, p.49-50.

Flaherty, M. C. How to use the dictionary. 1923.
"Practical, compact information on what can be found in the dictionary besides the spelling, pronunciation, and derivation of words. . . A useful book for teachers, business men or the reference course in a library school." Booklist 19:272.

Funk and Wagnalls. Pamphlets on the *New Standard* dictionary,
Prospectus and sample pages; also instruction sheet.

Greenough, J. B. and Kittredge, G. L. Words and their ways in English speech. Macmillan. 1901.
Interesting discussion of derivation and growth of the English language.

Hopkins, F. M. Reference guides that should be known. . . Pamphlet on Webster's *New International* dictionary.
Descriptive material, sample pages and questions.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.88-93.
A descriptive list.

Hutchins, Margaret and others. Guide to the use of libraries. Abridged ed. 1928.

King, W. A. The elementary school library. p.199-201.
Outline of points to be stressed in teaching the use of the dictionary.

King, W. A. Dictionary test. In National education association. Department of elementary school principals. First yearbook. 1922. p.106.

Leonard, L. R. Library work for high school freshmen. p.8-10.
Lesson on the use of the dictionary based on required English work.

Lewis, W. D. and Holmes, M. D. Knowing and using words. Allyn and Bacon. 1917.
Pronunciation, derivation, etc.

Lomer, G. R. and Ashmun, Margaret. The study and practice of writing English. 1917. p.120-7.
Directions for using the dictionary and exercises.

McGregor, A. L. Supervised study in English. Macmillan. 1921. p.174-87.
Includes exercises and tests.

Merriam Company, G. and C. Pamphlets on the Merriam-Webster' dictionary.
This free pamphlet material is varied and extremely useful; gives clear directions on how to use the dictionary, games, drills, and exercises; includes a leaflet called *Word Study,* published periodically and containing interesting current material relating to the use of the dictionary.

Mudge, I. G. Guide to reference books. 5th ed. 1929. p.47-67.
For the teacher.

New York (City) Board of education. Course of study in the use of library books with a syllabus for elementary and junior high schools, p.7-8.

Rice, O. S. Lessons on the use of the library for rural schools, state graded schools, village and city grades. 1920. p.16-34.
A very thoro study with methods and exercises.

Rice, O. S. Lessons on the use of books and libraries. p.15-28, 37-9, 59-67, 120-7.
Includes questions and practice work.

Schmidt, E. F. and Bryhan, L. G. Laboratory course in library science. p.30-2.
Includes practice work.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself. Dictionaries, p.21-6; questions, p.49-50.

Swan, N. L. Word study for high schools. Macmillan. 1921.
A spelling textbook including drill on pronunciation and meanings of words, the *Standard* dictionary being the authority.

Ward, G. O. Practical use of books and libraries. 4th ed. 1926. The dictionary, p.41-5; specimen extracts from dictionaries. p.124-9.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.40-8.
Includes exercises.

Wiswell, L. O. How to use reference books. p.25-85.
Very full on pronunciation and derivation; includes suggestions for practice.

Wright, T. G. Exercises in the use of Webster's secondary school dictionary. Boston. American book co. 1927. 16c.
A pamphlet arranged for use with Webster's secondary school dictionary.

Chapter 6

ENCYCLOPEDIAS

Objectives. 1. To teach pupils the use of the encyclopedia as a reference aid. 2. To acquaint them with some of the most important encyclopedias.

Teachers of English and social science can develop this lesson especially well in connection with their regular class work; but, even if it is taught in a separate library lesson, there can still be correlation between it and the work of some class. A possible method of correlation would be for the librarian to find out in advance what the students who are to be in her library class are studying in English (or any other required course) and use this topic as the basis of her presentation of the use of the encyclopedia. For example, if a high school English class is studying Scott's *Ivanhoe*, the encyclopedia gives much interesting information concerning terms and topics which occur in it such as, *Chivalry, Crusades, Tournaments, Jousts, Jesters, Palmers,* etc. Accounts of historical characters such as *Richard, the Lion-hearted,* or of fictitious characters, such as, *Rebecca the Jewess,* and *Rowena,* as well as descriptions of the places mentioned in the book may be used to illustrate the different kinds of information to be found in encyclopedias. It will be interesting to follow up "See also" references from these topics and some mention may be made of the bibliographies at the ends of some of them. Information about authors, both of present and past times, may also be used to correlate this library lesson with the work of any English class, the new edition of the Britannica encyclopedia being an especially helpful source for critical and biographical materials on authors.[1]

Points to bring out with methods and devices. The lesson on the encyclopedia should call careful attention to the location of the "Reference section" of the library. This section was, of course, pointed out in the lesson on the library and its arrangement, but as the encyclopedia is probably the first book in the reference section which pupils will use (the dictionary usually being kept on a spec-

[1] *Encyclopaedia Britannica;* a new survey of universal knowledge; ed. by J. L. Garvin; F. H. Hooper, American editor. 24v. 14th ed. 1929.

ial stand) it is well to review here the significance of "R" or "Ref." in front of, or above a call number.

If this lesson is given in the library, the class can group themselves near the encyclopedia and examine the actual volumes. If this is not possible, several volumes of different encyclopedias may be brought into the classroom to familiarize pupils with their appearance and arrangement. Some time should be spent in having members of the class look up topics in different encyclopedias. These topics may be connected with the classwork, as was suggested above; or if complete sets of encyclopedias are available, students themselves may select topics for investigation. Drill in the use of the guide words on the outside of the volumes may be given without handling the books themselves by using the reproduction of the lettering on the *New International encyclopedia* which appears on page 31 of *Library Key*. If the *Key* is not in the hands of pupils, large charts representing the backs of encyclopedias might be made by the school's art department. Some of the topics used for this drill should include names of persons and geographic names in order that students may have practice in looking under the correct word when two words are given or a phrase is used (See *Library Key*, page 32). They should also learn not to be discouraged if they do not find the information they are seeking under one word of an expression but to form the habit of looking under another part. The pamphlet *Lessons on the Use of the School Library* by O. S. Rice contains subjects for practice work of this kind, and other topics for drill with encyclopedias may be found in Ward *Suggestive Outlines* and in *Find It Yourself* by Scripture and Greer.[2] A form for report on encyclopedias is also given in Ward, on page 49. Some of the various subdivisions under cities and countries should be noted and the meaning of such subdivisions as *Topography, Flora, Fauna, Bibliography* should be made clear. The limitations of the encyclopedia should be discussed briefly and the importance of the date in connection with certain subjects. Mention might also be made of some subjects that would not appear in the main work of the encyclopedia at all and these could then be located in the yearbooks, or, in the case of the *New International,* in the supplementary volumes.

In order to compare the purpose of the dictionary with that of the encyclopedia, certain words may be given pupils that may be

[2] Rice, O. S. *Lessons on the use of the school library in rural schools, state graded schools, village and city grades.* p.47-8. Ward, G. O. *Suggestive outlines and methods of teaching the library.* p.87-9. Scripture, Elizabeth and Greer, Margaret R. *Find it yourself!* p.50-1.

found only in the dictionary, others that are found in both. In the last case, the information found in each may be compared. After such a study, some of the class, at least, will be able to decide when to consult the dictionary and when the encyclopedia.

Description of most important encyclopedias. Excellent brief descriptions of the best known encyclopedias are given on pages 33-4 of *Library Key.* A description of the 14th (1929) edition of the *Encyclopaedia Britannica* should now be added to these notes as this important work has been so completely revised that the new edition needs a separate description. Tho the scholarly standards which distinguished the older work have been maintained, this new edition is less British in viewpoint and more adapted to the needs of the average reader. Even tho the school library does not yet own this set, all normal school students, at least, should be informed of it.

Judging encyclopedias. Points to remember in judging encyclopedias are given briefly for the use of students on pages 29-30 of the *Key.* A more detailed outline of points to consider in evaluating encyclopedias which will be helpful to teachers, may be found in Mudge's *Guide to reference books.* 5th ed. 1929. pages 37-8. A warning to investigate carefully encyclopedias sold by agents will not be out of place here. Normal school students, especially, should be shown the useful publication of the American Library Association, *Subscription Books Bulletin,*[3] which is the librarian's aid for selecting subscription books.

If it is not possible to provide students with copies of *Library Key,* mimeographed material describing the most important encyclopedias and giving points to remember in judging them may be substituted.

Practice Work and Tests

See also Contracts for Block 5: Encyclopedias, in Appendix 1 of *Library Key.* p. 75-6.

Form For Report on Encyclopedias
For High Schools[4]

Directions: Look up three of the following subjects in an encyclopedia, giving names of encyclopedia, volume and page.

[3] *Subscription books bulletin.* Published quarterly by the American library association. $1 a year.

[4] Cf. Cleveland Public library. *Outline of instruction.* Contract plan, p.12; also Ward, *Suggestive outlines.* p.49.

	Encyclopedia	Volume	Page
1. James Fenimore Cooper	.....	.....	.....
2. Roads	.....	.....	.....
3. London	.....	.....	.....
4. Stonewall Jackson	.....	.....	.....
5. Mount Everest	.....	.....	.....
6. Abigail Adams	.....	.....	.....
7. Fairy	.....	.....	.....
8. Charles Dickens	.....	.....	.....

Note: It may seem best to give a different topic or question to each student. In this case a form similar to the one above, but containing space for only one topic, may be mimeographed and a copy given to each student.

Some additional questions that could be used for exercises with the *Americana,* the *New International* and the *World book,* are given below. Other topics will be found in Scripture and Greer, *Find it yourself,* page 50-1 (Teachers' ed.) and in Ward. *Suggestive Outlines,* page 87-9.

QUESTIONS AND TOPICS FOR PROBLEMS WITH THE AMERICANA, NEW INTERNATIONAL AND WORLD BOOK (2D ED. 1928).

(Each student to be given one question).

Directions: Use either the *Americana,* the *New International* or the *World Book* for this problem. Give name of book used, volume and page on which you found answer to your question.

1. When was the Library of Congress founded?
2. From what race are gypsies supposed to have come?
3. Find a short biography of King Albert of Belgium.
4. How many pyramids are there in Egypt?
5. Find an account of puppets and puppet plays.
6. What is meant by "Power of attorney."
7. What is the Sorbonne?
8. Is there a description of your town or city in any of the encyclopedias?
9. Find a biographical sketch of Sir Walter Scott.
10. When was the first newspaper published in the United States?
11. What subdivisions are used in the article on your state in the encyclopedia?
12. Who was Robin Hood?
13. Find a biographical sketch of Buffalo Bill.
14. Find an article on naturalization laws of different countries.

Questions on the New International Yearbook and American Annual

(Each student to be given one question)

Directions: Find answers to the following in the *Americana* annual 1930 or the *New International* year-book for 1929. Do not write the answer but merely give name of book used and the inclusive pages containing the information:

1. Find an account of the important measures enacted by Congress during 1929.
2. Find an account of the drama during 1929.
3. Find portraits of some prominent people who died during 1929.
4. What is given in one of these books on your state?
5. Find an article reviewing progress in the field of physics during 1929.

Practice Work with Britannica (14th Edition)

Note: For this practice work high school students might each be given one question and normal school students might be given four or five questions. Attention should be called to the index volume which also contains a collection of large colored maps.

Directions: Give volume number and page on which you found the answer to the following. Do not forget to use the index volume if the answer to your question is not easily found.

1. Find a picture of the Acropolis at Athens.
2. Find a discussion of the World war.
3. Find an article on *alchemy* with illustrations.
4. Find a map showing the battle lines of the American Civil war.
5. Find a discussion of the American frontier.
6. Who contributed the article on *libraries* to the *Britannica*?
7. Find a discussion of the Community chest organization of social agencies.
8. Find plates illustrating the work of silversmiths and goldsmiths.
9. Who wrote the article on Sophocles for the *Britannica*?
10. Under what main heading are *block books* discussed?
11. Find a discussion of theatrical costume design with colored plates.
12. How many pages are given to the material on the Crusades in the *Britannica*?

13. Find colored plates illustrating textiles and embroideries.
14. Find a discussion of *fingerprints*.
15. Who wrote the article on Willa Cather for the *Britannica*? Are any of the references listed in the bibliography in your library?
16. What country exercises important rights over the Chinese province of Shantung?
17. Find an historical sketch of *puppets and puppet plays*.
18. Find a brief account of *chain stores*.
19. Find a short account of France in the World war.
20. By use of the index volume find a brief discussion of Homer's Troy.
21. Find illustrations of modern stage settings.
22. By use of the index volume find an illustration of a *stage-coach*.
23. In how many places in the *Britannica* can material on Lincoln be found?
24. Who wrote the article on *intelligence tests*?
25. What are the naturalization laws of Great Britain; of the United States?
26. Find a large colored map of the Arab kingdom of Iraq.
27. Find a highway map of the United States.
28. Find a large colored map of Czecho-Slovakia.

FORM FOR COMPARATIVE REPORT ON ENCYCLOPEDIAS
For Normal Schools

Americana	*New International*
Britannica	*World Book*

Find an account of.....in any two of the encyclopedias listed above.

Give the name of encyclopedia used and volume and page on which you found the account.

Check the encyclopedia having longest account and tell whether or not there are bibliographies. (Answer yes or no).

Encyclopedia	Volume	Page	Bibliography
1.....	.....	.....	.....
2.....	.....	.....	.....

True-False Test On Encyclopedias For Normal Schools

Directions: If the following statements are true place a plus (+) sign to the left of the number; if false place a minus (—) sign.

1. The *Encyclopaedia Britannica* is a good place for a child to find a short, simple explanation of a subject.
2. At the end of each long article in the *New International* encyclopedia is a list of the best books on the subject.
3. An encyclopedia is the best place to look for the pronunciation of a word.
4. The *Encyclopaedia Britannica* has a separate volume containing the index to the whole set.
5. The *New International* encyclopedia is an American publication.
6. The *World Book* is an encyclopedia which aims to be of special value to parents and teachers.
7. The letters on the back of each volume of an encyclopedia are the keys to the subjects contained in that volume.
8. The articles in the *World Book* may be understood by a fifth grade child.
9. The *Americana* is kept up-to-date by annuals.
10. The 14th (1929) edition of the *Britannica* has many illustrations including colored plates.

Completion Test on Encyclopedias

From State Teachers College, Montclair, N. J.

Give the cyclopedia that fits the following description.

1. Best for junior high school work.....
2. Arranged in large subject groups with index.....
3. Most scholarly .....
4. Numerous cross references and no index.....
5. Arranges headings by letters, not words, contrary to rule of "Short before long".....
6. Has signed articles.....
7. Kept up-to-date by yearbooks.....

Complete the following statement.

8. Three important points to consider in buying an encyclopedia are its....., its.....and its.....

Games

A simple game which may be used with younger children if the lesson is given in the library consists in assigning three encyclopedias to three pupils and seeing which can find first a certain topic which occurs in each encyclopedia.

For another game that serves as a drill in locating subjects in the correct volumes of encyclopedias, the instructor prepares pieces of cardboard to represent the backs of volumes of an encyclopedia, by placing on each the lettering that appears on actual encyclopedias. One of these is given to each pupil, and as subjects are named by the teacher the child in whose volume the subject occurs stands in the front of the room, until an entire set of volumes of an encyclopedia is in correct order, represented by a row of children. For a variation of this if the class is large enough to represent the volumes of an encyclopedia twice, the teacher can divide the class into sides and have each line up on opposite sides of the room in the order of the volumes of the encyclopedia. The teacher gives a subject and the pupil representing the volume number containing this subject who first calls it out scores a point for his side.

Compositions

Parts X and Y of the A contract for this block given on page 76 of *Library Key,* which consist of writing a descriptive article on some encyclopedia, or writing up the local high school as for an encyclopedia, are suggestive of work in composition that might be correlated with this unit.

References

Note: Full entries, including publisher and price, for most of the references listed here, are given in the bibliography on page 187.

Allen, F. A. Instruction in the use of the library. p.9-12.
Includes suggestions for teaching this unit and practice work.

American library association. Education committee. School library yearbook, no. 1. Lesson for high school, p.66; for normal school, p.93-4; for college, p.109-11.
Lessons for normal schools and colleges include questions on encyclopedias.

Cleveland. Public library. Outline for instruction in the use of books and libraries. 1929. p.11-12.
Contracts.

Denver. Board of education. Library instruction, junior and senior high schools, grades 7-12. p.34-7, 70-1.

Teachers' outline and suggested practice work for two lessons, one in 7B English and the other in 10A social science.

Denver. Board of education. Pupil text outlines, grades 7, 8. p.21-2; grades 9-12, p.28-9.

Explanatory material for pupils.

Hopkins, F. M. Reference guides that should be known. Pamphlet on encyclopedias.

Includes sample pages and questions.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.81-7.

A list with descriptive notes. No teaching material.

Hutchins, Margaret and others. Guide to the use of libraries. Abridged ed. 1928.

Kansas City, Missouri. Board of education. Activities of the library [in] platoon schools. p.59-61.

Lesson plan and drill on use of *World Book* for elementary schools.

Leonard, L. R. Library work with high school freshmen. p.10-13.

Lesson on the encyclopedia as part of the regular English work, the history of books and printing providing the material to be looked up.

Mudge, I. G. Guide to reference books. 5th ed. 1929. p.37-46.

For the teacher. Excellent outline of points to consider in judging encyclopedias.

Rice, O. S. Lessons on the use of books and libraries. p.29-32.

Includes questions for practice work.

Rice, O. S. Lessons on the use of the school library. 1920. p.47-50.

Includes questions and drills.

Schmidt, E. F. and Bryhan, L. G. Laboratory course in library science. p.33-4.

Includes questions for practice.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself. Description of encyclopedias, p.27-33; questions, p.50-1.

Ward, G. O. Practical use of books and libraries. 4th ed. 1926. p.37-41.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.48-9.

Includes problem on encyclopedias.

Wiswell, L. O. How to use reference books. p.85-90.

Chapter 7

REFERENCE BOOKS

Objectives. 1. To acquaint students with the names and outstanding characteristics of some of the most useful reference books. 2. To give them some idea of the broad scope of the field of reference books and their value in connection with different subjects. 3. To give them practice in locating and using these books so that they may acquire skill and resourcefulness in finding various kinds of information.

The subject of reference books is a division of library instruction particularly adapted for presentation in regular classes by the classroom teacher. It need not be limited to the list of books given in the *Key* but may be extended to include as many more titles as time and the courses of study permit. For example, the *Dictionary of American Biography,* and the *Encylcopedia of the Social Sciences,* both of which have appeared since *Library Key* was written, might be added to the list of reference books which high school students should know, and longer lists of reference books for normal schools may be found in many of the references listed at the end of this chapter, notably in Hutchins. *Guide to the use of libraries,* and in Fay and Eaton. *Instruction in the use of books and libraries.* These lists and accompanying descriptions will help teachers give the fuller instruction that is desirable in normal schools.

If it is decided to incorporate the various reference books into the courses of different subjects, the librarian should study carefully the curriculum of her particular school and list under as many subjects as possible certain reference books useful to various courses. The most important of these should, of course, be assigned to required courses so that all students may learn about them. For example, statistical reference books such as *Congressional Directory, World Almanac, American Yearbook* and the state legislative manual could appropriately be taught in community civics or advanced civics courses. Biographical dictionaries could be made part of freshman English work, while more advanced English classes

could study cyclopedias of quotations and the literary handbooks. The history reference books would be studied in history classes, and atlases and gazetteers might also be included here unless the school offers a course in commercial geography. After the librarian has made a tentative distribution of the reference books which she thinks the students of her particular school should know, she should, of course, confer with the heads of the various departments and work with them in incorporating these various reference books into the courses of study of their particular subjects. This should not end the librarian's responsibility, however, as she should be ready to help the teachers in presenting this work. If no textbook on library instruction such as the *Key* is available, the librarian might prepare teaching outlines of the main points to be covered in each group of reference books. These outlines would be especially useful to teachers untrained in the use of library tools when this work is first incorporated in the curriculum, but, as this instruction in reference books becomes established in the various courses teachers would need less help of this kind. Appendix 1 of this manual contains outlines for teaching some general and special reference books thruout a high school curriculum.

If the plan outlined above cannot be arranged, this unit must be given as part of a course of library lessons given separately or in English or social science classes. If the librarian gives the instruction, she should try to get cooperation of the faculty in following up her teaching thru assignments calling for the use of the reference books taught. She might report to each department the titles of the reference books of particular interest to their work, which she has brought to the attention of library classes, and urge teachers to assign work requiring the use of these as much as possible, in order that students may feel a real need for knowing about them.

If the work is given in the lower grades of high school, few titles should be taken up in one lesson, as younger students are not able to assimilate many different books at one time. If possible, at least two periods should be given to the study of general reference books, but in schools in which the work must be given in less time, the instructor must select a few titles most useful in connection with the class work of her particular group. If students have no text, mimeographed material describing the various books to be studied will be found helpful.

In normal schools and colleges it may be possible to cover the ground of this chapter in one period by assigning the subject matter of the *Key* and an examination of the books, for outside work.

But here, too, a more ideal plan would be to devote several periods or parts of several periods to this subject.

Points to bring out with methods and devices. Attention should again be called to the special marking and shelving of reference books, as there will always be some students who have not yet learned the significance of the "Ref" above (or in front of) call numbers. The qualities of a good reference book (which have already been brot out in the chapter on encyclopedias) and their value as time-savers may be discussed briefly before the class is referred to the directions for using reference books given on pages 35-6 of *Library Key.* The encyclopedia, which students already know, may be used as an example to illustrate these different points. The importance of the date in reference books may be brought out by reminding pupils of the copyright date of the *New International* and asking them if certain recent topics, such as Lindbergh's flight, the latest winner of the Nobel prize for literature, the population of their state according to the latest census, etc. could be found in the main work or even in the supplementary volumes. The realization of a need for up-to-date material leads to the subject of annuals giving general information. As the different titles are taken up and discussed briefly by the teacher, students may be referred to the printed description given in the *Key* or to their mimeographed material if no text is used. Whenever conditions permit, the actual handling of the books by the class is the best possible method of familiarizing students with them. Many schools will be able to collect enough old copies of the *World Almanac* and some other annuals to provide each member of the class with a copy. Slips containing questions which have been prepared in advance may be placed in these books and each student may find the answer in his reference book. The instructor may pass around the room checking answers and giving help where needed, and books with questions may be exchanged. This device may be used for drill on different kinds of reference books as well as with copies of the same book, and may be turned into a kind of game or contest to see who can answer the most questions or use the greatest number of different reference books. Having students suggest questions which may be found in the reference book under consideration would be another device for drill.

Ward suggests as an alternative to the description of books by the librarian or teacher, the assigning of books for investigation and report, this report being in the form of a chart and including the name of the book, copyright date, subjects covered, arrange-

ments, etc.[1] A similar assignment with a form for the report is given as the D Contract for Block 5 in *Find it Yourself* by Scripture and Greer and is reprinted in Appendix 1 of the *Key* Such assignments would be most successfully carried out by advanced high school or normal school students but care should be taken to allow plenty of time to prepare such a problem. Oral reports on reference books might also form part of socialized recitations, and written reports on how to use reference books might be the subject of expository themes in English classes. For extra credit students might undertake oral or written reports on reference books that have not been taken up in class, there being almost no limit to the possibilities for maximum assignments on this subject.

If reference books are taken up in groups according to the classification, that is, reference books in history, in biography, in geography, etc. an excellent review of the resources of the library which have been studied previously is possible, if time permits several periods for this work. For example, if atlases and gazetteers are to be studied, it may be possible to arrange in advance that an assignment in some class calls for the use of these books. The class in European history, for instance, may be asked to locate certain battlefields of the World war. The class will suggest that geographies will contain this information and the classification and location of geographies in the library may be reviewed. Students may then be asked how they could find a list of all the geographies in the library with their call numbers and the use of the catalog for the finding of this information could be made clear. The gazetteer in the dictionary could then be reviewed and the use of the encyclopedia for possible help in locating places could be mentioned before introducing atlases and large gazetteers as the special reference books in geography. Sources of biographical reference material could be reviewed in a similar manner. This review of reference sources previously studied is outlined in Rice, *Lessons on the Use of Books and Libraries* under each group of special reference books.

Altho the lessons on the dictionary will have emphasized the fact that one must use the key to abbreviations in the front of the book in order to use the book intelligently, this lesson on reference books should also emphasize this point of technique.

Reference use of clippings and pamphlets. Most school libraries have clipping files in which they preserve clippings and

[1] Ward, G. O. *Suggestive outlines and methods for teaching the library.* p.51.

pamphlets. In the first lesson, which discussed the library and its arrangement, the location of this file and the rules for its use should have been taken up briefly. A further discussion of it as a reference aid should be given in this lesson, the local material useful for social science classes and the biographical material for information on authors and others being stressed particularly.

Assignment. Answers to questions on reference books should be brief. As the purpose of this practice work is to train students in finding information rather than to require of them the information itself the name of the book and the page where the information was found will usually be sufficient answer. Since reference books are not extensively duplicated in most school libraries plenty of time should be allowed for this assignment and alternative books such as *Bartlett* or *Hoyt* and *Century Cyclopaedia of Names* or *Lippincott's Biographical Dictionary* should be given whenever possible. In an assignment involving many reference books time will be saved if the books to be consulted are listed at the beginning of the problem, unless a mimeographed sheet describing the books taken up has been given students or *Library Key* has been checked to show them for which books they will be held responsible.

In the high school with which the writers of this manual are connected, as many as fourteen sections of English or civics classes, each section averaging thirty-five students, are given library lessons during some quarters of the school year. The library problem for freshmen is made by the library but given and credited in community civics classes; the library problem for sophomores is also made by the library but given and credited in English IV classes. All teachers allow a week for the preparation of the library problem and the English IV teachers whose classes have most of the work with reference books often arrange among themselves an informal schedule for the assigning of the library problem in order that congestion in the library be obviated. Human nature being what it is, there is of course a rush for reference books the day (or hour) before library problems are due, yet many of the students do get this work done early, and the strain on the library equipment is thus relieved.

An interesting plan for a problem on reference books where conditions permit its use is to have students make problems for each other. This affords excellent drill as each student must verify his own questions and then look up a set of questions made by someone else. Advanced high school classes, who have had some

experience with reference books, or normal school classes could handle such an assignment particularly well.

Sample Lesson on Reference Books

(Possible method for schools having no text-book, in which many reference books must be taught in a single lesson.)

It has not been found possible at the present time to arrange to give freshman and sophomore library lessons as part of the regular class work in this particular school. A compromise plan has been adopted by which students are taken from their study periods for library instruction by the librarians, but receive credit in their civics and English classes for the library problem. A lesson on reference books, including *Who's Who, Who's Who in America,* the *State Legislative Manual* and the *World Almanac* is given in the 9th grade. In the 10th grade another lesson on nine additional reference books, with a review of those previously studied is given. As many books must be taken up and there is no particular connection with the work of any class, mimeographed material describing these books has been found helpful. (See sample given at end of this chapter).

As each book is taken up by the instructor, students find its description on their list. The books themselves are in the classroom and members of the class examine them, looking up questions which are suggested by the instructor or by members of the class. After all the books on the list have been discussed briefly, the class check themselves by deciding in which book they would look first to find answers to the questions which are given at the end of the descriptive material. These answers are verified by the use of the reference books, as far as time permits. The librarian passes around the room helping slower students and answering questions, this part of the hour being really a most informal supervised study period. Students take the descriptive material with them and use it when they prepare their library problem, which is given later in English classes. The questions are handed in and checked by the librarian, but not graded. The library problem is also a matching exercise, similar to the one done in class, but page references are called for. A key is provided for teachers.

Library Lesson For 10A

REFERENCE BOOKS

A reference book is one to be consulted for definite information rather than to be read thru.

Points to be observed in using reference books.

1. Kinds of information given in book.
2. Copyright date.
3. Arrangement of the information.
4. The index.
5. The key to abbreviations in front of book.

Biographical Dictionaries

Dictionary of American biography

Not yet completed. No living people.

Lippincott's biographical dictionary

Brief biographies of important men and women of all countries and all time.

Who's who (Review)

Alphabetical list of important living men and women, chiefly English.

Who's who in America (Review)

Alphabetical list of important living men and women, of America.

Yearbooks, Directories and other Statistical Reference Books

Compiled statutes of the state

The state laws. To find laws use index in the back.

Congressional directory

Contains information about the United States government and especially Congress. Contains biographies of members of Congress and of cabinet officers. Issued for each session of Congress.

State legislative manual (Review)

Published every two years. Information on the state, especially the government.

Statesman's yearbook

Information about the countries of the world. Facts about the government, descriptive material and statistics are given.

World almanac (Review)

Statistics on government, industries, population, schools, sports, etc. Index is in front of book.

Books of Quotations

Bartlett. Familiar quotations

Contains quotations in both prose and poetry arranged by author. An index of authors in front; an index of important words in

back. The author of a quotation may be found by looking up one of the important words of the quotation in the index in back of the book.

Hoyt. New cyclopedia of practical quotations

Quotations arranged by subject. There are two indexes in back of book; one by author and the other an index of important words. This book is the first place to look for quotations on a topic .

Geographical Aids

Cram's unrivaled atlas of the world

An atlas is a collection of maps. To locate a place on a map it is necessary to use the index of the atlas which will show the location of a place by a letter and a figure. These refer to a row of letters and figures along the side and top of the map. If one draws an imaginary line from the figure into the map and another from the letter, the place where these lines cross is the location of the place one is looking for. In the index of Cram's *Unrivaled Atlas* Hastings, Nebraska, has the sign L 15 after it. This means that it may be found on a map of Nebraska in the place where a line drawn from 15 at the top would meet a line drawn from L at the side.

Lippincott's new gazetteer of the world

A gazetteer is a dictionary for geography. Webster's *New International* dictionary has a short gazetteer in the back. Lippincott's gazetteer is much longer and gives information on almost every geographical name including countries, cities, towns, islands, mountains, seas, lakes, etc. The statistics of population are now out of date.

CLASS TEST FOR REFERENCE BOOKS

Directions: By referring to the descriptive material given in your list of reference books, decide where you would look to find answers to the following questions. Write name of book after each question and try to use as many of the books as possible to see if your answers are right.

1. The height of Mount Everest.
2. Number of immigrants who came to this country this year.
3. Life of Dwight Morrow.
4. The constitution and government of Brazil.
5. Author of the quotation "To thine own self be true."
6. The child labor law for your state.

7. A description of the work of the United States public health bureau.
8. The officers of your state.
9. The location of Rochester, Minn.
10. The biography of the prime minister of England.
11. Life of Sir Walter Scott.

Practice Work And Tests

See also Contracts for Block 6: Reference Books, in Appendix 1 of *Library Key*, p. 76-7, and Sample Lesson on Reference Books, for Office Practice Classes in Appendix 2 of this Manual.

Pre-Test For High School Freshmen Who Have Had a Lesson On Encyclopedias

Directions: If the following statements are true place a plus (+) sign to the left of the number; if false place (minus (-) sign.

1. The encyclopedias are on the south wall of the library. (This question must be adapted to conditions in the local library.)
2. If an "R" is above (or in front of) a call number the book will be found in its regular place on the shelves.
3. An article on *Moving pictures* will be found in the volume of the *New International* that has *Mississippi-New Forest* on the outside.
4. The date of an encyclopedia makes no difference as to its usefulness.

Matching Exercise on Reference Books Including Dictionary and Encyclopedia, to be Done in Class

In what book would you look to find answers to the following questions? Place the number of the book in which the answer will be found after the question.

1. The difference between character and reputation.
2. The life of Sir Walter Scott.
3. The number of immigrants coming to the United States last year.
4. The names of the executive officers for your state.
5. The biography of Helen Wills Moody.
6. A quotation on *courage.*
7. The location of Locarno.
8. Form of government in Great Britain.
9. Duties of the United States Department of agriculture.

1. Encyclopedia
2. Dictionary
3. State legislative manual
4. Atlas
5. World almanac
6. Who's who in America
7. Statesman's yearbook
8. Congressional directory
9. Hoyt. New cyclopedia of practical quotations

Problems on Individual Reference Books or on Special Groups of Reference Books

Note: Several problems giving lists of questions for individual reference books follow here. Unless several periods can be given to this subject it will probably be more practical to give a problem of five or six questions involving several reference books than to try to cover each book with a separate assignment. Combination problems could be easily made from these questions on individual books and enough questions are provided so that a variety of combination questions could be made. If it is possible to give practice work on each book, it will be well to give each student a different question. These lists of questions could be mimeographed with several spaces left between each question and then cut into slips containing one (or possibly two) questions. Students could write the answers to their questions on these slips.

Questions on Atlases and Gazetteers

Directions: Find answers to the following questions in atlases or gazetteers. Give names of books used and page on which you found the answer.

1. How far are you in direct line from New York city?
2. Where is Muscle Shoals?
3. Find information on your city or town in *Lippincott's Gazetteer* or in the gazetteer in the back of Webster's unabridged dictionary. Are the population statistics up-to-date?
4. What is the distance between New York and Liverpool?
5. Locate Leningrad.
6. In what part of England is the county of Devon?
7. What is the latitude and longitude of your town? (Approximately).
8. Locate Danzig. What is its population?

Sample Questions to be Answered by the World Almanac

(1930 edition used in preparing these)

These questions may be used as a class exercise, one question being given to each pupil, or they may be used in combination with questions on other reference books.

Directions: In answering these questions the date of the World almanac used and the page on which you found the answer is all that need be written.

1. On what date will Easter Sunday come next year?
2. At what time does the sun rise on December 21?
3. How much does it cost to send a letter to China?
4. How many members has the League of Nations?
5. Name one large gift of money that was made during 1929.
6. What was the budget of the United States for 1930-31?
7. Find how many members in the religious denomination to which you belong.
8. Who received the Nobel prize for literature for 1929?
9. What was the estimated population of Detroit for 1928?
10. Who are the members of the president's cabinet?
11. Who are the Supreme Court judges?
12. Find a list of the presidents of the United States.
13. Find the United States immigration law.
14. What was the population of your state in 1920?
15. What was the Indian population in the United States in 1920?
16. What was the fire loss in the United States in 1928?
17. Find a list of American colleges and universities.
18. Find some descriptive material for your state.
19. Find a list of nicknames for the states.
20. Find a list of United States weights and measures.
21. What country won the International tennis matches in 1929?
22. How many people were killed in automobile accidents during 1928?
23. What country won the Olympic games in 1928?
24. When was the National Geographic Society founded?
25. When was Yale University founded? Where is it?
26. What is the distance between San Francisco and Hongkong?
27. What is the altitude of the highest point in your state?

Questions on State Legislative Manual

Questions on this reference book will, of course, have to be adapted to fit the particular state manual. Answers to the following very general questions could probably be found in any state manual.

Directions: By use of your state legislative manual find answers to the following. You need not write the answer out; merely give the page on which you found the information.

1. Who are the executive officers of your state?
2. Find a list of newspapers published in the state.
3. On what page will you find an account of the state school for the blind?
4. In what Congressional district do you live?
5. What are the chief industries of your state?
6. Who was the first governor of the state?
7. What is the area and population of your county?
8. How many colleges and universities in the state?
9. What is the state's total wealth?
10. How many school and college libraries has your state?
11. What are the state's natural resources?

Questions on Who's Who and Who's Who in America

Questions on these two reference books should usually refer to persons well known locally and to authors and others connected with the class work. The following are suggestive merely.

Who's Who

1. Find a list of the publications of Anne Douglas Sedgwick.
2. What are some of the plays of A. A. Milne?
3. Find five interesting facts about James Ramsay MacDonald.
4. What is the full name of the Prince of Wales?
5. When was Gilbert Chesterton born?
6. Name three of Barrie's works.
7. Who is Selma Lägerlof and what prize did she receive in 1909?
8. When and where was Rudyard Kipling born?
9. What is the address of H. G. Wells?
10. Who is Sir Philip Snowden?

Who's Who in America

1. Find five interesting facts about Herbert Hoover.
2. In what city does Zona Gale live?
3. What work has Carl Sandburg done besides writing poetry?
4. What prize did Julia Peterkin receive in 1929?
5. Name five people from your state or city whose names appear in the latest volume of *Who's Who in America.*
6. Look up the life of some member of the president's cabinet, and tell one interesting fact about him.
7. How many people from your state are listed in *Who's who in America?*
8. Where was Dwight L. Morrow educated?
9. Name two interesting facts about George Bird Grinnell.
10. Find a biography of one of the senators from your state. What is his address?
11. Find the biography of two of the following in *Who's Who in America* and tell what is his or her profession.

Mary Roberts Rinehart	Booth Tarkington
Richard E. Byrd	Ethel Barrymore
Deems Taylor	E. H. Sothern

Problem on Granger. Index to Poetry and Recitations

Select a poem from the list below and answer the following questions about it. If you do not find your poem in Granger's index look in its supplement.

a. Who wrote it?
b. How many collections is it in?
c. Which of these are in our library? Name the titles.

1. Abraham Lincoln walks at midnight.
2. America for me.
3. Ballad of the trees and the master.
4. Battle hymn of the republic.
5. Cargoes.
6. Chambered nautilus.
7. Crossing the bar.
8. Flag goes by.
9. Gloucester moors.
10. I have a rendezvous with death.

11. Incident of the French camp.
12. The highwayman.
13. In Flanders fields.
14. God's world.
15. Last leaf.
16. Man with the hoe.
17. O captain, my captain!
18. Prospice.
19. Vagabond song.
20. Kubla Khan.

Problems on Hoyt. Cyclopedia of Practical Quotations and Bartlett. Familiar Quotations

This list of questions on these books could be mimeographed with several spaces left between each question and then cut into slips each of which would contain one question.

Directions: By the use of Hoyt. Cyclopedia of practical quotations *or* Bartlett. Familiar quotations, find the source of the following quotations.

I. 1. Three can keep a secret if two of them are away.
2. England expects every man to do his duty.
3. A thing of beauty is a joy forever.
4. All the world's a stage, and all the men and women merely players.
5. Beggars must not be choosers.
6. A rolling stone gathers no moss.
7. One good turn deserves another.
8. A penny for your thoughts.
9. Heap coals of fire on his head.
10. Pansies, that's for thoughts.
11. Her voice was ever soft, gentle and low—an excellent thing in woman.
12. God tempers the wind to the shorn lamb.
13. Ask me no questions and I'll tell you no lies.
14. Distance lends enchantment.
15. Whatever is worth doing at all, is worth doing well.
16. There never was a good war or a bad peace.
17. Out of sight, out of mind.
18. In this world nothing is certain except death and taxes.
19. No man ought to look a gift horse in the mouth.
20. Two heads are better than one.

II. Find a quotation from Montaigne; from Cicero; from Cervantes; from the Bible; from Abraham Lincoln.

Find a quotation that you like on the subject *home; courage; work; country; service.*

Problems For High Schools

Library Problem for High School Freshmen on a Few General Reference Books and Including a Review of the Catalog

From Omaha Technical High School

1. What are the call numbers for:
   a. State legislative manual
   b. World almanac
   c. Who's who in America
   d. Encyclopedia Americana
2. Why is R included in the call numbers of the 4 books mentioned in question 1?
3. The *World Almanac* gives the names of the justices of the supreme court of the United States. What is the name of the chief justice? On what page is it found?
4. Having learned the name of the chief justice in question 3, look for information about him in *Who's Who in America.* On what page is it found? How many lines?
5. How is the material in the clipping file arranged? How many clippings can you find about Ralph Paine?

Exercise for Drill in Locating Biographical Material

The following exercise might be used in an English class in which biographical reference books were taught as part of the regular English work.

Directions: Write the author and title of a book you are now reading. .....
Consult the following sources for biographical information on the author of this book. Place a check mark after the name of the books in which you found material.

Century cyclopedia of names
Encyclopedia Americana
Lippincott's biographical dictionary
New International encyclopedia
Who's who
Who's who in America

Consult also the card catalog for references to books on the regular shelves that contain material on your author (these references in the catalog will have red headings) and look also in the Clipping file to see if there are clippings about your author. If you find cards for books about your author or clippings write yes; if not write no.

Catalog
Clipping file

Comparative Study of Reference Books for Advanced High School Classes

This next exercise is similar to the one above and is also for an English class, in this case one that has studied special reference books for literature.

Directions: Look in the reference books listed below for material on one of the following persons. Check the book giving the best information. If no information is found place a minus sign after the book.

Ulysses Aeschylus Hector Cicero

Books to be consulted:

Brewer. Dictionary of phrase and fable.
Brewer. Reader's handbook.
Century cyclopedia of names.
Dictionary. (Name the one used)
Encyclopedia. (Name the one used)
Harper's dictionary of classical literature and antiquities.
Warner's library.

Library Project for Maximum Credit Used in South Philadelphia High School for Girls

On the Bulletin Board in the Library is posted a list of noted Philadelphians of whom we wish to make a card catalog. Select three names on this list and write your name after the names of the persons you have chosen. No two students should choose the same person.

Look up each person in the reference books or magazines. On a 3 x 5 card give the following information:

Names (Last name first)
Dates—birth—death (if not living)
His field of work
His association with Philadelphia
Any outstanding work for which he is noted

On the back of the card indicate the sources of your information, the names of the books or magazines, or if you asked one of your teachers, the name of the teacher:

Example:

West, Benjamin 1738-1829 Artist

Born in a farmhouse within campus of Swarthmore College

Early life in and around Philadelphia

Later settled in London

"Death on the Pale Horse"—Academy of Fine Arts

"Christ Rejected"—Philadelphia

"Christ Healing the Sick"—Pa. Hospital—Phila.

Problems for Normal Schools

Test on Reference Books for Normal Schools

Questions prepared by Bertha Hatch of the Cleveland School of Education

American Yearbook

Answer the following questions about this book:

What do the editors intend it to be?

It is a convenient handbook for what classes of people?

How many of the contributors had you heard of before? Name them.

Under what general heading will you find material on the following. (Choose three only)

Child labor	City politics
Moving pictures	Earthquakes
Educational statistics	Public health
Diseases of plants	Strikes and lockouts

Under *Religion and religious organization* find an important event or movement in the denomination in which you were brot up or are interested.

Brewer. Reader's Handbook and Brewer. Dictionary of Phrase and Fable

State very briefly the sort of material you find in each. Look up, in one or the other, facts about four of the following: (Write title of book and age number for each reference.)

Pilpay	Bushrangers
Emilia	Seraphim
Carpet knight	Sackbut

Punch and Judy

Look up two of the above in an unabridged dictionary. Do you find the same information? Or more? Or less?

Statesman's Yearbook

1. Find out the following facts about any country you like, except Great Britain and the United States.
   King or chief magistrate—name, date of birth.
   Exports—Value of in any one year.
   Area.
   Three books about this country.
2. What facts can you find out about any state in the union from this book?
3. What useful statistical tables are found in this book?
4. How is the material arranged?

Statistical Abstract of the United States

How often is this book published?

What general subjects are included in it?

Find answers for the following questions:

What percentage of the male voting population of your state was illiterate at the last census?

How many normal schools were there in your state in 1928?

How many clear days may be expected in Chicago during a year's time?

What were the receipts of the Western Union Telegraph Company for the year ending December 13, 1928? How many establishments for the manufacture of perfumery and cosmetics were there in the United States in 1921? Pick out at least three statistical tables which you think would be useful to remember in connection with your own work.

References

Note: Full entries, including publisher and price, for most of the references noted here, are given in the bibliography on page 187.

American library association. Education committee. School library yearbook no. 1. Lesson for high school, p.66-8; four lessons for normal school, p.94-7; five lessons for college, p.113-21. Appendix B (high school section) two lessons on Reference books prepared by Clara Howard, p.79-81; Appendix A (college section) part of outline of lessons prepared by Fanny Borden, p.129.

Buck, Gertrude. Keys to the halls of books, p.28-40.

Definitions and examples of different types of reference books and indexes.

Cleveland. Public library. Outline for instruction in the use of books and libraries in the Cleveland public schools. 1929. p.19-22.

Selected list of yearbooks, biographical dictionaries, geographical aids, literary handbooks.. Practical exercises under the contract plan.

Connecticut. State board of education. A manual for secondary school libraries. p.18-19.

Suggestive list of reference books for high schools.

Conner, Martha. The teaching and testing of the unit on history in the reference course. In Library Journal. 53:341-2. Ap. 15, 1928.

Based on the *Principles of secondary education* by H. C. Morrison. Developed for a library school class but suggestive for others.

Denver. Board of education. Library instruction, junior and senior high schools, grades 7-12. Atlases and gazetteers, p.38-40; World almanac, p.48-9; biographical aids, p.72-6; reference books, p.80-6.

Teaching outline with exercises.

Denver. Board of education. Pupil text outlines, grades 7-8, p.23-4; grades 9-12, p.9, 30-3.

Explanatory material for students.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. General reference books, p.41-52; special reference books, p.53-83; government publications; p.84-111.

Especially useful for normal schools. Includes many reference books not given in the *Key*. Gives "Points to be considered in judging reference books" and exercises.

Hopkins, F. M. Reference guides that should be known. Pamphlets on parts of a book and concordances; pamphlet on yearbooks; pamphlet on government publications, city, state and federal.

Includes questions.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. Encyclopedias, annual cyclopedias and almanacs, p.81-7; biography, p.94-8; geography, p.99-104; history, p.105-13; sociology, p.114-23; religion, p.124-7; literature, p.128-43; fine arts, p.144-8; science, p.149-55; agriculture, p.156-62; home economics, p.163-7; engineering, p.168-73; commerce and general business, p.174-83; education, p.184-6; United States public documents, p.187-92.

A comprehensive descriptive list of reference books.

Hutchins, Margaret and others. Guide to the use of libraries. Abridged ed. 1928.

Reference books on special subjects, p. 51-70.

Leonard, L. R. Library work for high school freshmen. Books of quotations, p.21-2; Gayley's classic myths, p.26-7; atlases and gazetteers, p.28-9; Traill's social England, p.29-30; miscellaneous problem for review, p.30-1.

Lessons incorporated into an English course of study. Includes problems. Yearbooks and reference books in geography taught as a project in letter writing.

Lowe, J. A. Books and libraries. General reference books, p.43-50; special reference books, p.51-63.

For college students. Dictionaries and encyclopedias given under general reference books. Includes exercises.

Mudge, I. G. New guide to reference books. 5th ed. 1929.

The standard guide to the best reference books, including over two thousand works and covering every field of knowledge.

New York. (City) Board of education. Course of study and syllabus in the use of library books for elementary and junior high schools. p.14-16.

Sample lesson and questions on *Brooklyn Eagle* almanac for 8A.

Omaha Technical high school. Instruction in the use of books and libraries. Lessons III, V, and VII.

Lesson III, reference books useful for 9th grade; lesson V, reference books for 10th grade; lesson VII, reference books for drama course.

Rice, O. S. Lessons on the use of books and libraries. Atlases, p.33-4; yearbooks, p.35-6; fairy tales, fables and folklore,

p.53-4; mythology, p.55-6; geography and travel, p.57-8; science and nature, p.68-9; useful arts, p.70-1; fine arts, p.72-3; biography, p.74-7; history, p.78-82.

For middle grades. Questions and exercises under each subject. Reference exercises for other topics besides those noted above.

Rice, O. S. Lessons on the use of the school library for rural schools, state graded schools, village and city grades. 1920. p.42-6, 50-8, 79-101.

Methods and exercises for teaching the use of reference books for many subjects.

Ross, M. M. A lesson on the use of reference books in a high school library. In Libraries. 31:251-4. My. 1926.

A sample lesson.

Schmidt, E. F. and Bryhan, L. G. A laboratory course in library science instruction. p.35-44.

Descriptive material and questions. Includes trade bibliographies.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself. p.34-6, 51-2.

Descriptive material and contracts.

Ward, G. O. Practical use of books and libraries. Special reference books, p.49-75.

Descriptive material only; includes many reference books not given in *Library Key*.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. Reference books, special subjects, p.50-7; list of topics from reference books to be used in assigning practice work, p.84-99.

Wilson, Martha. School library management. 4th ed. 1925. p.120-30.

Wiswell, L. O. How to use reference books. p.91-114.

Description of reference works in special subjects. Some practice work.

Chapter 8

MAGAZINES AND MAGAZINE INDEXES

Objectives. 1. To acquaint students with some of the best magazines and to show their value for reference use and for recreational reading. 2. To explain the use of periodical indexes, especially the *Readers' Guide.* 3. To arrange enough practice work in the use of periodical indexes to enable students to acquire some skill in using them.

The subject matter of this lesson falls into two main subdivisions, first a study of magazines and second a study of their indexes. Wherever possible at least two class periods should be given to this work. If this much time cannot be arranged, the magazine study will have to be brief or done outside of class.

Study of magazines. That most young people of high-school age are wholly unacquainted with the better class of magazines seems to have been demonstrated by surveys and studies made for various representative groups.[1] Girls especially seem to be unaware of good magazines and often confine what reading in periodicals they do, to the cheaper kinds of story magazines. School libraries with their carefully selected and easily accessible magazines are doing much to remedy this condition by merely exposing students to good periodicals, and yet this exposure alone will not bring about the voluntary reading of the literary type of magazine such as the *Atlantic* or *New Republic.* Library lessons involving a study of many magazines will help some in fostering this taste for good periodical literature, but for real results, the cooperation of many departments in the school will be necessary. If history and civics teachers stress the use of magazines for current events, if English teachers assign magazine essays, poems and short stories (some care must, of course, be taken at first in directing students to magazine material suited to their needs and interests) and if teachers of other courses use magazines dealing with their subjects, much may be done in establishing the habit of reading really good magazines. Arrangements are often made to use certain magazines such as the *Literary Digest, Outlook,* or *Atlantic* in classes as supplementary texts, but such

[1] See references by R. S. Kimball and F. D. Henderson at end of chapter.

plans, while useful, should not take the place of the study of many magazines which will give students some idea of the scope of the periodical field and allow them to form for themselves opinions of magazines. Both parts of this lesson can be correlated with the work of many subjects, but classes using current events are particularly adapted to the presentation of the work on the *Readers' Guide*.

At the beginning of the lesson on magazines it is interesting to find out how many students read magazines and what magazines they read. Lists of magazines read which may be handed in without signatures to insure greater frankness will furnish the instructor some guidance in presenting the work. A question used in a questionnaire given students in Columbus, Ohio high schools [2] asked pupils what magazine they would take if they were to receive the gift of a year's subscription to one magazine. Such a question might be used as a simple exploratory test and after the study of magazines is completed, students might change or add to their original choice.

For the first work with magazines in the library lesson, those interesting and useful to the particular group should be brought to class. These may be grouped roughly as general and special, and discussed briefly. The location of magazines in the particular library should be reviewed here, not only the place for current numbers but also the location of back numbers both bound and unbound. The class should then examine as many of the magazines as possible and if time permits make a systematic study of a few. After a few preliminary points on what to look for in examining magazines, such as frequency of publication, publisher, price, table of contents, etc. have been given, most of the class will be able to make brief studies of several different magazines during the class period. The teacher may pass around the room checking these reports and giving help where needed. A simple form such as the one given below may be used for this work. A more comprehensive form such as the one given on page 60 of Ward's *Suggestive Outlines* could be used for an outside assignment which pupils have plenty of time to prepare.

FORM FOR REPORT ON MAGAZINES

1. Name of magazine.....
2. How often published? .....

[2] Kimball, R. S. What magazines do high school students read? In *School and Society*. 24:486-8. October 16, 1926.

3. Date of number examined .....
4. Underline in the list below subjects covered by your magazine.

Current events	Essays	Stories
Household matters	Poems	Science
Biography	Travel	Book reviews

5. Name any other subjects not covered above.....
6. Do you think this is a magazine you would care to read? .....

   Give one reason for your answer.....

If this lesson is given as part of the regular work of some class, interesting oral reports on magazines could be given, certain magazines being assigned to various members to investigate.

Indexes to magazines. Before the periodical indexes are introduced, the class should be shown how back numbers of magazines are bound into volumes, each with its own index and how the volume number identifies bound magazines as call numbers identify other books. Several examples of bound magazines should be brought to the class room that students may become familiar with their appearance and note the numbering of the volumes. Some of these bound volumes should be weeklies and some monthlies in order that the difference in paging may be noted. The location of these bound magazines in the local library should be reviewed. As the students examine these bound magazines they see for themselves how useful and interesting this magazine material is and realize at once the need for some key which will unlock it. The indexes to magazines may then be introduced.

For younger pupils it will probably be best not to attempt to cover all the subject matter in *Library Key* for this unit in one lesson, but rather to spend class time in drill in using the *Guide.* A second lesson on magazine indexes, perhaps in a more advanced grade, could review the material on pages 42-4 and also take the additional material from page 45 thru the chapter, including the interesting account of the origin of magazine indexes and the various kinds. For the first lesson in high schools some very simple directions for using the *Guide* such as are suggested at the end of this chapter could be given to serve until the pupils are ready to master the more detailed directions given in *Library Key* under "Hints on using the *Readers' Guide.*" The lesson should be made very concrete, and illustrative material should be used to fix every

point as pupils come to it in the text. The re-alphabeting or cumulative feature of the *Readers' Guide* should be demonstrated by monthly and cumulated numbers, and, if possible, some of the magazines referred to in the examples used should be in the class room so that pupils may open them to the pages given and find the actual articles. For the first drill in using the *Guide* it is desirable to have each member of the class look up the same reference. The example of different kinds of entries from the *Readers' Guide* given on pages 49-52 of the *Key* as well as the sample entry on page 43 makes this possible.[3] An entry for a subject interesting to the group should be chosen and the entire process of finding the article should be gone thru in class at least once. This will involve, besides the explanation of the *Guide* given on page 43, the determining whether the article selected is in the school library. Unless this lesson is given in the library, in which case the actual periodical indexes could be pointed out and examined, an explanation of their position in the library should also be given at this point. The class may be shown the list of bound magazines in the library and told where they will find it in the library. For drill in determining whether references are to be found in the school library, mimeographed copies of this list of bound magazines may be distributed. With the aid of these, students may select from the specimen pages of the *Guide* given in the *Key* those references which may be found in their library. Some libraries which take a great many magazines which they do not bind may have in addition to the list of bound magazines a list of all magazines taken by the library. In that case the class should be told the policy of the library in regard to these unbound periodicals—that is, where they are kept and for how long. All of this information might be in mimeographed form for pupils' convenience as is suggested in the *Directions for Using Readers' Guide* which is given later in this chapter.

If the magazine in the entry chosen is now found to be in the school library a member of the class may be sent after it (or if this is impracticable the instructor can arrange in advance that it be brought to class) and the page reference found by one of the group. More of this practice work may be carried out in class if time permits, other kinds of entries being chosen. To supplement the examples given in *Library Key* old numbers of the *Guide*

[3] Schools without *Library Key* as a textbook may use the sample pages of the *Readers' Guide* in the pamphlet *Cataloging and Indexing Service* of The H. W. Wilson Company which may be obtained in quantities without charge from the Wilson Company.

may be distributed. In these students will find a complete list of magazines indexed as well as additional references to look up. This drill should be followed by a problem involving the *Readers' Guide.*

With normal school and superior high school groups who have had some experience with the *Readers' Guide,* many more details will be covered. Special features of the *Guide,* such as the grouping of poems under the word Poems, plays under Dramas, etc. should be brought out. Clear explanations of these features together with additional details and directions for examining magazine articles are given on pages 46-9 of *Library Key.* Normal school students should also be introduced to other periodical indexes and, if possible, be given practice in using them.

Assignment. The first practice work with magazine indexes should be simple. If a class assignment calling for the use of the *Guide* cannot be arranged in order to motivate the work, the interests of the pupils should be considered in choosing subjects for this problem. Subjects with many sub-divisions should be avoided for younger pupils. Simple directions for using the *Readers' Guide* similar to the following which were formulated for a particular library might be given to high school freshmen who have had only one lesson on the *Guide.* Older students could use the directions given on pages 45-8 of *Library Key.*

Directions For Using The Readers' Guide
(For high school freshmen)

1. Begin with the latest number and work back.
2. When you find references you think you can use, copy them exactly as they are written, each on a separate slip.
3. Find the full name of the magazines for your references and the explanation of other abbreviations in the lists of abbreviations in the front of the *Guide.*
4. Consult the list of magazines taken by the library to see if the library takes the magazines containing your references.
5. Consult the list of bound numbers of magazines in the library to see if the library has the numbers you wish. (If library takes the magazine but does not bind it there will be no back numbers more than a year old.)
6. If the magazine containing a reference is more than six months old, locate the volume containing it with the bound

magazines on the south wall of the library. If a reference is less than six months old or is in a magazine which the library does not bind, ask the librarian for it. (The details of 5 and 6 will vary according to practice of the local library.)

7. If some of your references are not in the school library try to find them at the Public library if they are important.
8. Handle the *Readers' Guide* and bound magazines carefully. They cannot be replaced.

Practice Work and Tests

See also Contracts for Block 7: Magazine Indexes, in Appendix 1 of *Library Key,* p.77-8.

Library Problem on Periodicals

Give the following information about any two periodicals discussed in today's lesson.

Name of periodical	Publisher	How often published
1.....	.....	.....
2.....	.....	.....

Title of an article	Author	Date
1.....	.....	.....
2.....	.....	.....

Form for First Practice Work with Readers' Guide

1. By use of the *Readers' Guide* find a reference to a magazine article on .....
2. Copy the reference as it is written.
3. Look in the lists of abbreviations in the front of the *Guide* for full name of the magazine and explanation of abbreviations.
4. Explain your reference by giving title, author, full name of magazine, volume number, page number, and date.

Title	Author	Magazine
.....	.....	.....

Volume	Page	Date
.....	.....	.....

5. By consulting the list of bound magazines in the school library which hangs near the *Readers' Guide* decide whether the reference is in our library.

A Few Subjects Which Might Be Used for This First Practice Work with Magazine Indexes

Aviators	Home
Dancing	Installment plan
Debates and debating	Jazz music
Dogs	Journalism
Etiquet	Negro music
Football	Newspapers
Games	Outdoor life
Girls' schools	School athletics
Gliders	School banks

Questions on the Readers' Guide

(Based on 1925-1928 cumulated volume)

In order to prevent some students from copying, a different question may be given to each member of the class. Teachers will not have to verify each answer as it will usually be possible to tell by examination whether reference has been copied correctly or not.

Directions: Copy the magazine articles which you are asked to find and give dates of the *Readers' Guide* in which you found your answers.

1. How many magazines are indexed in the *Readers' Guide*?
2. What does the abbreviation *cond.* as used in this index mean?
3. Find a reference to an article *by* and to one *about* Herbert Hoover.
4. Find a magazine containing a portrait of Ramsay MacDonald.
5. Find an article on *chain stores.* Is the magazine containing it in our library?
6. Find a poem by Carl Sandburg. Also his portrait.
7. Find an article on *moving picture actors and actresses.*
8. Find a review of the play *Marco Millions.*
9. Find a list of recent *one-act* plays.
10. Find an illustrated article on *animals.*
11. Find an article on *baseball.*
12. Find a magazine article by Senator Borah and one about him.
13. Find a magazine article on *Boy Scouts.*

14. Find a portrait of Andrew Carnegie.
15. Find an article on *cartoons.*

See also *Find it Yourself* by Scripture and Greer, p.53-4 for additional questions on *Readers' Guide.*

COMPLETION TEST ON READERS' GUIDE

A book index indexes.....; the card catalog indexes the.....; the *Readers' Guide* indexes.....

The *Readers' Guide* is arranged.....

The full names of the magazines indexed may be found in the .....of the *Guide.*

A key to the abbreviations used in the *Guide* may be found .....

When a number of the *Guide* combines one or more old numbers with new material, it is called a.....number.

In entries in the *Readers' Guide,* the number before the colon stands for the.....; the number after the colon stands for the.....

The following reference from the *Readers' Guide* means.....

.....

.....

WILLS, Helen

Miss Wills and Mr. Tilden. J: R. Tunis por Outlook 153:168-9 O 2 '29

PROBLEM ON READERS' GUIDE

From Denver outline for library instruction, p.78-9

1. Each of the following references is incomplete. Some item of information which would be helpful in finding the article has been omitted. Indicate what is left out, such as title of article, title of periodical, volume number, page, or date.

Explorations

Adventure at the ends of the earth. R of R's 76: Ag '27

.....

In quest of ruined cities. H. J. Spinden. 138:108-17 F '28

.....

Pathfinder of the east. J. R. Hildebrand. il map Nat Geog M D '26

.....

2. In a recent magazine there appeared a poem entitled *To a Fir in Mt. Rainier National Park.* Who wrote it?.....
.....
In what magazine may it be found?.....
3. Find the most recent magazine article in the library on the Boulder Dam. Name of magazine.....; Date.....
4. In what magazine will you find the text of President Hoover's inaugural address?
Periodical.....; Date.....

SIMPLE REVIEW PROBLEM INVOLVING DICTIONARY, ENCYCLOPEDIA, WORLD ALMANAC AND READERS' GUIDE

To be given following the lesson on *Readers' Guide,* each pupil having a set containing the four questions.

Suggested by similar problems used in Cleveland high schools

Directions: Give name of books, volume and page on which you found the information. Use the Unabridged Dictionary, Encyclopedia, *World Almanac* and *Readers' Guide.*

1. Define *catalog.*
2. Find a list of cities having city managers.
3. Find an article on *bookplates.*
4. Find a magazine article on *television.*

1. Define *mandate.*
2. On what date will Easter come next year?
3. Find an article on the *Crusades.*
4. Find a magazine article on the *Naval conference,* 1930.

1. Define *trepidation.*
2. Find a list of the winners of the *Nobel prize.*
3. Find an article on *peridocals.*
4. Find a magazine article on *tennis.*

1. Define *susceptible.*
2. Find a list of the presidents of the United States.
3. Find an article on Patrick Henry.
4. Find a magazine article on Willa Cather.

1. Define *repudiate.*
2. How many immigrants from Germany came to this country last year?

3. Find a short account of Edith Wharton in a book.
4. Find a magazine article on Edith Wharton.

Exercise on Magazines and Readers' Guide
For High Schools

1. Examine the current magazines in the library. Name four which contain stories or articles you would like to read.
   ....., ..., ..., ...
   a b c d
2. Locate the Periodical Indexes in this library and find out for what years the library has the *Readers' Guide.* By use of the *Readers' Guide* find a magazine article about *Dogs,* published since 1928. Copy the reference on your paper, and by consulting the *List of Magazines in the Library,* near the *Readers' Guide,* decide whether the magazine containing this article is in our library. Answer yes or no ....
   .....
3. Who is the author of the book you are now reading?.....
   See if you can find a magazine reference by or about this author. If you find one copy it on your paper.....
   .....

Projects

The A contract for this block given in Appendix 1 of *Library Key* is an excellent problem for this unit. This consists of indexing a magazine article as if for the *Readers' Guide* and involves the careful reading of the article, the deciding on the subjects under which it should be entered, as well as careful observation of the correct form for the entries.

As a preparation for the lesson on making a bibliography, students might make a list of five or six magazine references on some topic which interests them, listing them in correct bibliographic form following one of the three possible forms given on page 45 of the *Key.*

References

Note: Full entries, including publisher and price, for most of the references noted here, are given in the bibliography on page 187.

American library association. Education committee. School library yearbook, no. 1. Periodicals and periodical indexes. Lesson for 8th grade, p.51-2; for high school p.69-71; for normal school, p.91-2; for college, p.111-13.
Includes form for magazine study.

Barnes, H. F. Are high school pupils qualified to choose their own magazine reading? In School Review. 36:267-74. Ap. 1928.

Study of magazines as part of the senior English in a boys' preparatory school. Examples of good and poor magazines were studied and compared.

Broening, A. M. and Wilkinson, M. S. Adventures in the library; magic keys to books. Grade 7. The card catalog and the magazine index. p.18-33.

Includes sample pages from *Readers' Guide* and some exercises.

Cleveland. Public library. Outline for instruction in the use of books and libraries in the Cleveland public schools. p.17-19.

Explanatory material and problems under the contract plan.

Connecticut. State board of education. A manual for secondary school libraries. p.16-17.

Denver. Board of education. Library instruction, junior and senior high schools. p.77-9.

Teachers' outline and practice exercises.

Denver. Board of education. Pupil text outline, grades 9-12. p.34-5.

Explanatory material for pupils.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. p.112-20.

Description of various periodical indexes. Exercises.

Gathany, T. M. Using magazines in history classes. H. W. Wilson. (Reprinted from Outlook. Ag. 29, 1914.)

Leaflet describing several methods of using magazines in history classes.

Henderson, F. D. What part does the school play in the formation of reading habits of its pupils? In School Review. 38:51-4. Ja. 1930.

Survey of 2000 pupils in two communities shows that no agency in the community had assumed the task of introducing pupils of high-school age to the better class of periodicals.

Hopkins, F. M. Reference guides that should be known. Pamphlet on periodical literature.

Includes questions.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.68-80.

Text for college freshmen.

Hutchins, Margaret and others. Guide to the use of libraries. Abridged ed. 1928. p.35-42.

Descriptive material only.

Kimball, R. S. What magazines do high-school students read? In School and Society. 24:486-8. O. 16, 1926.

Suggests bringing students in contact with the better class of magazines through their regular classes, a questionnaire on modern authors having shown students' ignorance of periodical literature.

Leisy, E. E. Cultivating acquaintance with the magazines. In Education. 41:534-6. Ap. 1921.
A magazine study in an English class.

Leonard, L. R. Library work for high school freshmen. p.16-19.
Includes form for magazine study.

Lesson in student use of the Readers' Guide. In Wilson Bulletin. 4:445-56. My. 1930.
Form used in Library Instruction courses in the Pittsburgh public schools, as published in the Research bulletin. D. 1929.

Lowe, J. A. Books and libraries. p.33-42.
Textbook for colleges. Includes exercise.

Minster, Maud. Instructions in the use of books and libraries. p.15-23.
A pamphlet for high school students. Includes sample pages and exercises.

Omaha Technical high school library. Instruction in the use of books and libraries. Lessons IV and VIII.
Teaching outline for lesson in 9th grade and review lesson with some new material for 11th grade.

Rice, O. S. Lessons on the use of the school library . . . 1920. p.72-7.
Description of magazines suitable for school libraries; outline of points to be considered in the study of a magazine; problems in the selection of magazines for various purposes.

Rice, O. S. Lessons on the use of books and libraries. Daily newspapers, p.83-98; magazines, p.99-109.
Includes exercises.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself. Readers' Guide, p.43-7; questions, p.53-4.

Ward, Gilbert O. The practical use of books and libraries. 4th ed. 1926. p.76-94.
Descriptive material only. Many magazines are described.

Ward, Gilbert O. Suggestive outlines and methods for teaching the use of the library. p.57-62.
Includes form for magazine report and problems.

Wilson, H. W. Cataloging and indexing service of the H. W. Wilson company, short course. 50 copies gratis; additional copies 2c each.
A pamphlet describing the bibliographical and reference aids published by the Wilson Company, including *Readers' Guide.* Specimen pages are given. A larger pamphlet, entitled *Cataloging and indexing service . . advanced course,* is published at the same terms for college classes.

Chapter 9

BUYING AND OWNING BOOKS

Objectives: 1. To stimulate an interest in books that will lead to a desire to own them. 2. To give students some standards for evaluating books both for content and for physical make-up. 3. To acquaint them with the most important aids for the selection and buying of books.

Developing the reading habit and fostering a taste for the best in literature are two of the chief aims of the school library. They are also included in the aims of library instruction as given in the introductory chapter of this manual tho no formal lessons having these two objectives are given in this course. Children require a long contact with good literature and the skillful guidance of many teachers and librarians in order to become readers and to learn to love the best in literature.[1] An isolated library lesson or two cannot teach pupils to appreciate literature; yet, quite informally, library lessons may foster this broader aim. Desirable habits, appreciations, and attitudes represent the wider learning which may go on at the same time that library skills and information are being acquired, if the instructor has kept these in mind while she strives to gain the narrower objectives for each unit. The skillful motivation of the various lessons, the bringing of the right student and the right book or magazine together in class, and the careful selection of books and topics for practice work are examples of devices that will help to develop in pupils favorable attitudes toward literature and to stimulate the reading habit.

The first part of this lesson, however, does afford opportunity, under certain circumstances, for direct teaching of the appreciation type.[2] As learning of this type takes place slowly and as a special technique is required for this kind of teaching, it will probably be better, if the librarian must present the subject matter of this lesson in a single period, for her to spend the class time on the important aids in the selection of books rather than to talk to the class

[1] For a recent discussion and bibliography of reading guidance in the school library, see Fargo, L.F. *The library in the school.* ch. 4.

[2] For a practical discussion of the appreciation type of teaching, see Morrison, H. C. *The practice of teaching in the secondary school.* Univ. of Chicago press. 1926. p.317-72.

about books and reading. On the other hand, if plenty of time can be given to the development of this subject of a personal library, very interesting and practical results may be achieved no matter whether the work is called an English or a library project. If such projects are successfully carried out in many schools over a period of time they should have a far reaching influence on American life of the next generation.

In high schools an appropriate place for the subject matter of this chapter is a senior English course, tho the part dealing with the book selection aids might be incorporated into other courses and, ideally, should be included in any course in which a need has arisen for the information given here. At the normal school level, it will be desirable to give students some knowledge of the sources described in this chapter early in their course, in order that they may use them for any class work which involves the compilation of a bibliography. Here, too, this unit might be given in English classes, tho many teacher-training institutions will doubtless arrange to give their students a separate course in book selection, including a study of children's literature and with special emphasis on the selection of books in the field in which the prospective teacher is specializing. The textbook by Fay and Eaton listed in the references at the end of this chapter is specially helpful for such courses, and many excellent studies of children's literature are available.[3]

A personal library. The question of a personal library cannot be brot up bluntly but must be skillfully introduced after careful preparation. Even tho a lesson on owning books is scheduled either as an English or a library lesson in the senior year, there is no reason why this deliberate thinking about books one would like to own should be limited to a single class. This subject might be brot up in all literature courses, thus preparing the way for the compiling of a "Books I want to own" list in the senior year. One possible method of leading up to this final list would be to have pupils check on their record of books read during the term those which they would like to read again or to own. These records of students' reading are quite generally kept in English classes. In order that the class may be encouraged to tell the whole truth about their reading, no grade or credit is usually attached to these lists, which merely record

[3] A few of these guides to children's reading follow: Field, W. T. *A guide to literature for children.* Ginn. 1928; Gardner, E. E. and Ramsey, Eloise. *Handbook of children's literature.* Scott, Foresman. 1927; Moore, A. C. *Roads to childhood.* Doran. 1920; also *New roads to childhood,* 1923 and *Crossroads to childhood.* Doran. 1926; Olcott, J. J. *Children's reading,* rev. ed. Houghton. 1927; Terman, L. M. and Lima Margaret. *Children's reading.* Appleton. 1926.

what books are read both for class work and for free reading. In some schools the reading records of each pupil are kept during his entire high school course.[4] If it is possible to file these reading records in some way, these files of checked lists would make interesting studies for both students and teachers, and could be used as a basis for this lesson on a personal library in the senior year. Another plan would be to have pupils keep the names of books they think they would like to own in a small notebook such as the one printed by Gaylord Brothers called *Books I have read.* These notebooks may be purchased for five cents apiece, or, if ordered in large quantities, at a cheaper rate. If a library notebook is kept as part of the requirement for a course in library lessons, these lists of books to buy may be copied into them. In large schools in which it may prove impracticable to preserve any kind of a reading record from term to term, the making of a temporary record of favorite books, in each English class, will help direct the minds of students toward the acquiring of a personal library and prepare the way for the development of this lesson.

Books about books such as the *Readers' Guide Book* and *Adventures in Reading* by May Lamberton Becker[5] could be suggested for voluntary reading in connection with compiling a list of books for a personal library. The leaflet by William Lyon Phelps, *A Private Library All Your Own* referred to on page 53 of *Library Key* could also be used at this point. These pamphlets, which may be obtained gratis from the National Booksellers Association, 347 Fifth Avenue, New York, might be distributed to those who wished them.

In some schools a course in essay reading and writing is part of the English work. If this library lesson were given in such a course, certain essays on books and reading might form part of the assimilative material. The titles of a few such essays suitable for high schools follow.

Essays on Books and Reading

Bennett, Arnold	Literary taste, how to form it. Doran. 1909.
Erskine, John	Delight of great books. Bobbs, Merrill. 1928.

[4] In the junior schools of San Antonio the librarian collects the reading records of pupils from the home room groups at the end of the term and uses them as an aid in guiding reading the next semester. See San Antonio. Board of education. *The junior school libraries.* (San Antonio public schools bulletin. S. 1929) p.28.

[5] Becker, May Lamberton. *Readers' Guide book.* 1924. Holt and *Adventures in reading.* 1927. Stokes.

Lowell, Amy	Poetry and poets. Houghton. 1930.
Plummer, Mary	Seven joys of reading (out of print but available in pamphlet form in many libraries)
Rogers, R. E.	Fine art of reading. Stratford. 1929.
Roosevelt, Theodore	The books that I read. (In Ladies Home Journal. 32:7 Ap. 1915. Also reprinted in Mallory, H. S., ed. Backgrounds of book reviewing. 1923.)
Shuman, E. L.	How to judge a book. Houghton. 1910.
Smith, C. A.	What can literature do for me? Doubleday. 1924. rev. ed.
Stevenson, R. L.	Books which have influenced me. (In his Essays of travel and in the art of writing. Scribner. 1905.)
Walpole, Hugh	Reading. Harper. 1926.
Van Dyke, Henry	Companionable books. Scribner. 1922.

Book selection aids. In teacher training institutions, all the book selection aids listed in *Library Key* should be studied and others added if time permits. Since great ignorance of these aids exists even among scholarly people, it is the task of the schools, especially normal schools and colleges, to see that the readers and scholars of the future are familiar with these tools.[6] In most high schools, however, the list of aids in *Library Key* will have to be abridged somewhat. The *United States Catalog* should not be omitted. The very size of the *Books in Print* 1928 volume impresses high school students and arouses their curiosity. It may be introduced as another index and exhibited in the class room with its supplements and the *Cumulative Book Index.* Tho a problem involving the use of this costly book would not be practicable in large schools, a small group could gather around it while one of them looked up a list of all the books in print on some subject the group had selected. High school students readily see the usefulness of these publications, and boys especially, who are interested in some scientific subject, may feel a real need for using them in looking up the latest books on their hobby. More of the class are likely to feel at this time the need of

[6] Additional aids of interests to prospective teachers. Schmidt, Meta, comp. 500 *books for the high school library.* A.L.A. 1930; Graham, Bessie. *Bookman's manual.* 3d ed. 1928; *Publishers' Weekly.*

an aid in evaluating books, and they should at this point become acquainted with the *Booklist* and *Book Review Digest.* These aids are especially useful in high schools for advanced English courses in which critical material involving modern authors is needed. If courses in modern literature have preceded this lesson, the *Book Review Digest* may have already been introduced but should be reviewed here. The use of these brief reviews should not interfere with students' use of the book reviewing magazines but should, rather, stimulate the use of the longer review from which the extract in the *Book Review Digest* is made. The use of the *Readers' Guide* for finding reviews when the name of the author of the book is known, could be mentioned again. A study of book reviews and an extended effort at writing them might constitute a project growing out of this lesson.

The A.L.A. *Reading With a Purpose* series is another help which should be brot to the attention of both high school and normal school students. These attractive little books while written for adults are, with few exceptions, suitable for high school seniors. They may be brot to class and displayed and each student may examine several, preferably those on subjects which interest him particularly. The points to be stressed are, that there are such guides for the reader, that they are being kept up to date, and that the public library keeps a supply on hand which may be borrowed or purchased. As is true of all other aids to books and libraries, information regarding this series need not be confined to this particular lesson. Teachers of poetry, drama, art, music, and many other courses may introduce their classes to the *Reading With a Purpose* series, stressing not only the useful list of references but also the introductory essay which in many numbers may serve as a model of present day explanatory prose.

The American Library Association, 520 North Michigan Avenue, Chicago, and the H. W. Wilson Company, 958-972 University Avenue, New York, print numerous short lists that are sold to students at cost, often not more than one cent each. Some of these lists would be helpful in selecting books to own and would also be useful to stimulate and guide personal reading. Catalogs of these lists will be sent on request.

In addition to these guides to reading, the lists made by the school and public libraries should be mentioned. Besides the lists on various subjects which most large libraries compile, many libraries make lists of books suitable for gifts for both adults and children. Young

people who have learned to love their school library will have respect for lists made by it and when they leave school will naturally look to the public library for the same help and guidance. Reading lists made by the local library should exert a very real influence over the reading habits of the community.

A word of warning against buying subscription books without expert advice will not be out of place and attention may be called to *Subscription Books Bulletin* to which reference has already been made in Chapter 6.

Editions. Some hints concerning editions will be valuable to high school students, but limitations of time will probably prevent detailed discussions. The most important points to be considered in judging the physical qualities of books, such as type, paper, binding, should be taken up briefly and examples of good and poor editions of the same book brot to class and examined. An effort should be made to impress the fact upon the class that good editions are not necessarily expensive. The *Standard Catalog for High School Libraries* lists good inexpensive editions, and the textbook by Fay and Eaton includes a chapter on editions.[1] Some of these desirable editions might be written on the board or listed on mimeographed sheets for students' note books. Special exhibits of beautiful books either in libraries or museums might be used to emphasize fine book making, and in larger cities, groups of students might arrange to visit the better book stores to examine editions and make oral or written reports on the results of their investigation. Students who come from homes likely to contain beautiful books might be asked to bring examples of fine editions; or the class might be asked to find in the library examples of books they would like to own both because of content and physical qualities. These examples could either be brot to class for an exhibit, or listed and annotated briefly as an assignment.

Assignment. The compiling of a list of "Books I want to own" would constitute the ideal problem for the first part of this chapter if circumstances permit such an undertaking. In order that the form for this list be correct, some simple directions for making a bibliography should precede this assignment. In normal schools it may seem best to give the subject matter of the next chapter, on compiling bibliographies, before the making of this list is assigned. Besides this list, practice work involving the use of the

[1] Standard Catalog for High School Libraries. pt.1. p.147-8, 196-7. Fay, L. E. and Eaton, A. E. *Instruction in the Use of Books and Libraries.* 3d ed. 1928. p.384-91.

book selection aids discussed, objective tests and several simple projects might be assigned. A few examples of these follow.

Practice Work And Tests

Problems on Book Selection Aids for High School Students

By consulting a recent number of the *Cumulative Book Index,* find a book published this year on one of the following subjects.

Television	Conversation	Vocations
Dancing	Stamp collecting	Etiquet
Personality	Camping	South America

See if the book you found for the above assignment is reviewed in the *Book Review Digest* for this year. If this book is not reviewed find a review of one on the same subject.

As a variation of the above problem each pupil might choose an author from a list of modern authors connected with the class work. These authors could then be looked up in the *Cumulative Book Index* to see what are their latest publications, and a search made for reviews of these recent books. This list of authors should be carefully chosen so that pupils may not be discouraged by finding nothing.

Another possible problem for this chapter would be to give to each member of the class the name of a recent interesting book which is in the library with the following directions.

1. By use of the *United States Catalog supplements* or the *Cumulative Book Index* find the publisher and price of .....
2. Find short reviews of this book in the *Book Review Digest.* Give volume number or date of number in which reviews are found.
3. Find if possible a longer review of this same book. Give name and date of magazine in which you found it.

Simple Association Test Based on the Summary of Selection Aids Given on Page 26 of *Library Key*

Fill the blanks in the following exercise with the correct book selection aid from the list below.

1. To find the books published on a subject consult.....
2. To find the best books on a subject consult..... or ..... or .....

3. To find the best books for children or young people consult ..... or .....
4. To find the publisher and price of any book consult.....
5. To find the best recent books look in..... or.....
6. To find extracts of book reviews look in.....

Book review digest
Booklist
Graded list of books for children
Standard catalog and its supplements
United states catalog and Cumulative book index
Standard catalog for high school libraries.
A. L. A. catalog
Booklist books
Children's catalog

Test on Book Selection Aids for Normal Schools

Give name of book selection aid in which you found this information.

1. Find the publisher and price of *The story of youth* by Lothrop Stoddard.
2. Find a book on *talking pictures* published in 1929.
3. What is the least expensive edition of *Smoky* by Will James?
4. Find some brief reviews of *Death comes for the archbishop* by Willa Cather.
5. Find a book on *civil service* which you know is authoritative.
6. Find a list of historical novels published during 1929.
7. Find some pamphlets on *entertainment.*
8. Find a brief selected bibliography on *salesmanship.*
9. Select two or three books for a girl in the eighth grade. For a boy in the same grade.
10. Find a short account of the hero *Roland.*

Review Problem for Normal Schools

(In addition to questions on book selection aids studied in this chapter, review questions on reference books are included.)

Give the book in which you would look for the following information.

1. Stories for the eighth grade on American colonial life.. .....

2. List of elementary books on chemistry for 10th grade.. .....
3. Books and pamphlets on high school athletics published since January 1929.....
4. Magazine article on mental tests (Give three places) ....
5. Recitations for Christmas..... .....
6. The publisher and price of any recent book..... .....
7. A poem of which you know only the title..... .....
8. Location of a town in South America..... .....
9. Facts on the government of Abyssinia..... .....
10. Outstanding books published in 1929..... .....
11. An account of King Alfred the great, suitable for a fourth grade child .....
12. Short reading lists for adults on a variety of subjects.... .....

PROJECTS

The making of a book list either for one's personal library or for a home or special group, would be the ideal project for part of this unit. As this is an extended piece of work it could not be attempted if this subject is presented in one lesson. Such a project would include many activities, such as the visiting of book stores, libraries and museums, and the examination of many books; and if carried to completion, would result in the pupil's learning how to judge books for both content and make-up as well as becoming acquainted with book selection aids. Shorter projects might consist of writing a description of the *United States Catalog Books in Print*, 1928 for the school paper or making an extended study of editions or the giving of a talk on the formation of the book buying habit. Book reviews are also useful projects which may form part of the practice work for this lesson. The best of these might be published in the

school paper, or if outstanding, might even be printed by publishers specializing in books for young people.

Normal school projects would be somewhat different. A more extended study of book selection aids will have been made in normal school courses and each student should be able to select the best books in a particular field. Individual projects such as the selecting of books for certain types of homes might be assigned. These collections should contain some books for children, some reference books, and some for general reading and might represent different types of homes, such as a farmer's home, a musician's home, the home of a mechanic, of a teacher, etc. In these problems the number of titles selected might be limited to a certain number, or a certain amount of money might be allotted and students required to make it go as far as possible in buying books for this imaginary family. Other exercises and projects for normal schools are given in *The Use of Books and Libraries* by Fay and Eaton, and *Lessons on the Use of Books and Libraries* by Rice includes questions and projects which may be used in both normal schools and high schools.

References

Note: Full entries, including publisher and price, for most of the references noted here, are given in the bibliography on page 187.

Denver. Board of education. Library instruction, junior and senior high schools. Lesson VIII (Junior high) Your personal library. p.44; lesson X (Senior high school) Books and reading. p.88.
Teachers' outline.

Denver. Board of education. Pupil text outline, grades 7-8. p.30.
Good advice on building a personal library.

Fargo, L. F. The library in the school. p.63-99.
A discussion of reading as a school library project; especially useful for normal school classes in connection with this unit.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. Pt. 2. Selection of books and children's literature. p.195-391.
For normal schools but useful anywhere. Includes an historical survey of children's literature; a discussion of various types, such as fairy tales and poetry; an account of illustrators and editions; lists of books for children and exercises for practice in evaluating children's books.

Los Angeles. Public library. Public library service to elementary schools.

Includes sample lessons in appreciation of literature, discussion of editions and illustrators and points to note in buying books.

McCaslin, Davida. Library and the department of English. In English Journal. 12:591-8. N. 1923.

An effective method of developing the reading habit in students.

Omaha Technical high school. Instruction in the use of books and libraries. Lesson IX.

A teaching outline covering some of the material of this chapter.

Ward, G. O. Practical use of books and libraries. 4th ed. 1926. Sources of information about books; book buying, p.107-21.

Students' textbook.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. Sources of information about books; book buying, p.67-9.

Teachers' manual. Suggests problems.

Wilson, H.W. Cataloging and indexing service of The H. W. Wilson Company.

Pamphlet describing the book selection aids published by the Wilson Company.

Wiswell, L. O. How to use reference books. Accumulating a library; selection, p.141-6.

Chapter 10

COMPILING BIBLIOGRAPHIES

Objectives. 1. To provide a review of the resources of the library. 2. To teach students how to compile a simple bibliography in good form.

Since it is true that, at the present time, even university professors sometimes give out lists which are so carelessly compiled that they are difficult to use, it would seem to be the duty of the schools to see that all high school students are taught the essentials of good bibliographic form, some time during their course. Tho this lesson is placed toward the end of the course in *Library Key,* it will be an advantage in much high school work if some knowledge of the principles of bibliography making can be given to freshman or sophomore students. If it is possible to give these younger students simple directions for compiling a bibliography in a library lesson or in an English course, it will be desirable to secure the cooperation of all the faculty in this matter, by asking that they hold students to this same model form for all lists or bibliographies which they require in their classes. The librarian might undertake to furnish all teachers with copies of these simple directions for listing references with examples showing exactly how each type of material is to be entered. A specimen set of such directions is given later in this chapter. The more detailed instruction given in the *Key* could be mastered as a library lesson in the junior or senior year; or in debate or other classes of advanced high school students. Normal school students could be assigned this material for outside study without the aid of a teacher.

Review of library resources for high school classes. In high schools a review of the library tools which have already been studied should precede work on bibliography making. In his *Suggestive Outlines,* page 63, Ward uses a form for this review which may be put into the students' notebooks. In one column are listed dictionaries, encyclopedias, special reference books, card catalog, *Readers' Guide,* etc. and in another column is given the kind of information that may be found in each. This review exercise could be worked

out in class or, with superior groups, could be assigned for outside work. If there is plenty of class time in which to develop this unit, the class may choose a definite subject and tell just what kind of information the various library tools will give about it. For example *television* may be the subject. Some of the class do not know exactly what is meant by the term and the dictionary is called upon to define it. The encyclopedia may give a general article on it followed by further references. The word *bibliography* may be introduced at this point, with a brief discussion of its meaning and the various kinds of bibliographies. As this subject, *television,* is a new term, the supplements or yearbooks will contain further accounts. The library may have special reference books in science which will give more information and more references. The card catalog may then be reviewed as giving names of books and parts of books on this subject. If practicable, members of the class may be sent to the library to look up these references and bring the books to class; or if the classroom is too far away the instructor may bring these to class in advance. If there is time, these books may then be searched for further references. For some subjects the catalog will give a reference to a bibliography and *see also* references may suggest material also. The *Readers' Guide* will then be suggested as useful for recent articles, if the class has had instruction in its use, and the clipping file mentioned for magazine and newspaper clippings. A magazine having an article on this subject, and the folder from the clipping file for this subject, should be in the classroom. As these various sources of information are reviewed, they may be listed on the board with the kind of information to be found in them. The class can then copy this list as sources to consult in making a study of a subject.

These sources vary somewhat from those given in the *Key,* as it will often seem best that high school students use only references in their own library for their first work in bibliography making, rather than consult selected and inclusive lists for references which they cannot follow up easily. The first bibliography should be short and simple in order that students may not be discouraged. After some experience, they may consult other sources and follow up material in other libraries. Bibliography making should not be stressed as an end in itself but rather as a means to an end, which is the finding of information on a topic. For this reason students should make selected lists of references, reading and evaluating them and keeping only those that will be really helpful.

Simplified directions for making a bibliography. After this preliminary survey of sources to consult, the directions for making a bibliography should be taken up, with *Library Key* used as a textbook except with quite immature groups. For these younger classes a mimeographed sheet of directions such as is given below could be distributed. These are intended only for younger students and should not be substituted for the directions in *Library Key* whenever students are able to master the more complete directions given in the latter. Many of the resources of the library useful for bibliography making are omitted here, such as the bibliographies at the end of articles found in encyclopedias and books, general books on shelves on the broad subject of which the particular topic is a subdivision, special reference books, *see also* references in the catalog and bibliographies that may be listed there. Tho the simpler list of sources to consult may result in important references being overlooked, a long list of sources is apt to confuse the high school freshman or sophomore doing his first work of this kind.

Directions For Making A Bibliography[1]

Where to look

Card catalog
Encyclopedia and its supplements and yearbooks, if any
Readers' guide to periodical literature
Clipping file

Form to use

Write each reference on a separate slip or card.
For a whole book give:
Author's name, last name first followed by initials, or full name if only one given name
Title of book (it is not necessary to capitalize all important words in titles, as capitals for the first word and proper names are sufficient)
Date
Call number
Example:

620.7 Sackett, R. L.
Sa1 The engineer and his work. 1928

[1] If these directions are duplicated, schools not using Cutter numbers should omit these from the examples. The directions for pamphlets given below will vary in the individual library, according to whether pamphlets are arranged by subject heading, class number, or both. Methods not used in the local library should be eliminated from these directions.

For part of a book:
Author's name
Title of book
Date
Call number
Title and pages of part dealing with your subject
Example:
371.42 Rodger, E. G.
R61 Careers. 1928
Want to be an engineer? p.141-66

For pamphlets:
Use same form as for books. Give subject heading or class number under which pamphlet is filed.
Example:
Lucke, C. E.
Engineering. (Reprinted from Mechanical engineering, Nov. 1926)
Filed under Engineering and engineers (or Filed in class 620)

For magazines:
Author
Title
Name of magazine
Volume, inclusive pages, and date of magazine
Example:
Mott, W. E.
Training and qualities necessary to success in engineering. In School Life. v. 13; p.58-9. Nov. 1927

For clippings:
Author (if given)
Title
Name and date of magazine or newspaper from which clipping is taken. Subject heading under which clipping is filed.
Example:
Mahoney, Eva
Great engineer who came from Ashland. In Omaha World Herald. Aug. 25, 1929.
Filed under Engineering and engineers (or Filed in class 620)

Arrangement

Arrange alphabetically by author putting all material in one alphabet. If there is no author, arrange by first word of title, not counting *a, an* or *the.*

Group project in making a bibliography. The article by Miss Greer listed in the references at the end of this chapter outlines an interesting method of teaching this unit as a group project, in senior English classes. The class is divided into groups with a chairman for each group. These groups are assigned topics connected with the English work and are given copies of directions for making a bibliography similar to those suggested in the paragraph above. They are also referred to a history of literature which will contain general articles on these topics. In the library they are given additional directions and help, and then in class again each member of the group checks for accuracy the bibliography which has been compiled by the group in the library. These bibliographies are collected and reassigned, each group receiving one not made by them. In the library again, the members of each group read and evaluate the material in the bibliography given them and a revised bibliography containing only valuable material is handed in. Certain interesting topics are assigned to individuals of the various groups for oral reports. Two copies of the final bibliographies are left by the groups, one for the classroom and one for the library. The use of such a method for this particular work presupposes, of course, previous training in group work and the socialized recitation. A similar scheme has been used in socialized classes in which committees prepare bibliographies for the use of the class, a different committee doing this work each week.[2] Other classes than English could work out projects, either for groups or for individuals, as bibliography making as a preliminary to the study of some topic in which the student has a true interest is a real project in any class, whether English or auto-mechanics.

Compiling bibliographies in normal schools. In normal schools and colleges the procedure would be somewhat different, as students at this level often have to look up material quite extensively and should therefore learn to use the inclusive and selected lists that are described in Chapter 8 of *Library Key* and to know how to make a thoro search for material on their topics.

[2] Cf. Fargo, L. F. *The library in the school.* p.107.

They will also need to use greater fullness in their entries than is necessary for lists made by high school students. It may be possible for the librarian to find out in advance in what courses bibliographies will be required and arrange to give this library lesson at the same time or a little before one of these bibliographies is to be compiled; or, if *Library Key* is used as a text, the lesson might be given in these classes by the regular teachers. The problem for the library lesson and the problem for the regular class could then be combined, bibliographies being made on topics connected with the class work. This problem could be graded by the class teacher who could use the *Key* as a guide for form, and could consult with the librarian if puzzling points arose.

Assignment. The problem for this lesson is of course the making of a bibliography. If possible, students should choose their topics themselves but these topics should be approved by the teacher, as some chosen might prove too difficult. If the lesson is part of the regular work in some class, a suggestive list of topics connected with the subject might be prepared by the teacher, from which students could select topics or substitute other related ones. For a first lesson on bibliography making, it might sometimes be best to allow students to make bibliographies on some hobby or other interest rather than on a topic related to the classwork. In high schools the first bibliographies should not be long. Since references should be located and read, only helpful ones being listed, it may be well to limit the number of references to ten items but to require magazine as well as book references. In normal schools, pamphlets, newspapers and references outside the school library may be required also. Advanced high school and normal school groups might be given some practice in the annotation of bibliographies.

In normal schools part of the practice work for the preceding chapter on Book selection which consists of making a list of books for a home library or some other special purpose might be postponed until after this work on compiling bibliographies has been completed, in order that the form for these lists may be correct. In fact, the subject matter of these two chapters is closely related, as Chapter 9 describes the sources to consult in making a bibliography and Chapter 10 describes the method of work and form of entry.

Practice Work

Problem Reviewing Resources of Library Planned for Sophomore English Group Studying Short Story

This problem includes questions on catalog, encyclopedia, biographical reference books, *Readers' Guide,* and clipping file and might be used both as a review of reference sources in biography and as a preparation or pre-test for the lesson on making a bibliography.

I. The catalog, as the index to the library, lists all books under author's name, the title of the book and the subject of the book.

By use of the catalog find:

1. O. Henry's real name.
2. One book besides *Cabbages and Kings* written by him.
3. One book written about him.

II. Choose one of the following authors. Check the name of the one you select.

Mary E. Wilkins
John Burroughs
Mary Johnston
William Dean Howells

Consult the source listed below for information concerning *one* of these authors and answer the following questions.

Catalog: How many books about the author?
(Books about an author have red headings)
Clipping file: How many clippings?
An encyclopedia in more than one volume. (Give name of encyclopedia used and tell in which volume and on what page you found material)
Lippincott's biographical dictionary
Warner's library
Who's who in America
(For the last three references, give volume number if more than one volume and page reference, if material was found)

Readers' guide to periodical literature. (Give date of volume in which you found material *about* your author.)

List of Hobbies That Might Be Used For a First Bibliography

Block prints	Gardening	Postage stamps
Bookplates	Gliders	Radio
Coins	Photography	Tennis
Dancing	Model airplanes	Woodcarving
Shells	Inventions	Conjuring
Insects	Wild-flowers	Dolls
Indian relics	Butterflies	Handweaving

References

Note: Full entries including publisher and price, for most of the references noted here will be found in the bibliography on page 187.

American library association. Education Committee. School library yearbook, no. 1. Note-taking; making a bibliography: lesson for 9th grade, p.53-4. Preparation of an elementary bibliography: lesson for high school, p.71-2. Notes for lessons on bibliography for college classes, prepared by Fanny Borden, p.125-7, 130-2.

Helpful outlines.

Buck, Gertrude. Keys to the halls of books. p.46-9.

Detailed directions.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. 1928. p.136-47.

Includes description of some outstanding and useful bibliographies; gives exercises. For normal school students.

Glenn, E. R. and Eaton, A. T. Relation of the high school library to the teaching of chemistry. In Library Journal. 48:415-18. My. 1, 1923.

Bibliography making as a pupil exercise. A detailed description of a practical plan used in the Lincoln school of Teachers college, Columbia University.

Greer, M. R. Library lessons in the curriculum. Wilson Bulletin. 3:659-74. Je. 1929.

Gives outline for teaching the making of a bibliography as a project in senior high school English. This lesson was the joint work of librarian and English teachers.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. 1929. p.193-205.

For students of college grade. Describes different types of bibliographies and gives directions for making. Gives as example same list in two forms, one more elaborate than the other.

Hutchins, Margaret and others. Guide to the use of libraries. Abridged ed. 1928. p.71-6.

Lomer, G. R. and Ashmun, M. E. The study and practice of writing English. 2d ed. 1917. p.221-3.

Manly, J. M. and Rickert, Edith. Writer's index of good form and good English. p.21-37.

Schmidt, E. F. and Bryhan, L. G. Laboratory course in library science. p.45-9.
Directions for making a bibliography and list of topics.

Van Hoesen, H. B. and Walter, F. H. Bibliography, practical, enumerative, historical. Scribner. 1928.
Chapter II, *Practical Bibliography* is especially useful for teachers and advanced students.

Ward, G. O. Practical use of books and libraries. 4th ed. 1926. Working bibliographies, notes, debating. p.95-106.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.62-4.
Includes form for review of library resources.

Chapter 11

NOTE-TAKING

Objectives. 1. To teach students some of the principles of note-taking. 2. To provide opportunity for practice in taking notes so that skill in note-taking is acquired.

This unit of library instruction perhaps more than any other requires the cooperation of teachers of various subjects if the objectives are to be gained. To find the substance of a passage, or to catch the main point of a lecture, to express this concisely in one's own words, and to organize these notes so that the relation of main and subordinate points is clearly shown, is not a quickly acquired ability but one that requires much practice under favorable conditions. As note-taking is a study method widely used in both high school and college the responsibility for developing skill in the use of it should be assumed by teachers of many high school courses even tho library lessons on this unit are provided in the library course.

Methods and devices with younger high school students. Tho this lesson in *Library Key* is intended for upper grades in high schools, and for normal schools, it will be desirable wherever possible to give younger pupils instruction in taking reading notes. In order to motivate the work, there may be a brief discussion of the value of note-taking in various kinds of school work, such as debate, oral reports, history, theme writing, as well as its advantage in remembering what is said in lectures. It will not be difficult to arouse pupils' interest on this topic as it is something on which they are most eager to receive instruction. This eagerness is of course explained by the fact that they believe some easy way of note-taking may be revealed to them and the instructor must be very skillful in order to preserve this interest after the lesson shows that note-taking demands hard thinking. High school students, especially, need to learn that taking reading notes usually does not mean copying the words of the book. This is a preconceived idea that is hard to overcome. A simple article in an encyclopedia may be used to show the difference between copying

the words of the book and telling the main ideas in one's own words.

A brief outline for ninth grade pupils of points to observe in note-taking is given in *School Library Yearbook,* no. 1, pages 53-4, and another outline is given in Ward. *Suggestive Outlines and Methods for Teaching the Use of the Library,* page 65. Ward's outline is divided into three columns, the information to be recorded being written in the first column, the reasons for recording this information being given in the second, and certain points of note-taking technique being listed in the third. This outline is worked out in class and is an excellent way of developing the principles of note-taking. A very simple list of directions for younger high school students, based on those given in *Library Key* and in the outlines referred to above, follows.

Directions For Taking Notes

1. Read whole article thru.
2. Make short notes of main ideas in your own words.
3. Indent minor points so that all main points stand out.
4. Abbreviate, working out some shorthand scheme and omitting articles and unnecessary words.
5. Use quotation marks if exact words of author are quoted.
6. Write name and page of book or magazine from which your notes are taken.

These points might be put on the board as they are worked out in class and copied by students or they might be mimeographed for students' notebooks. For these younger pupils there should be some opportunity in class to practice note-taking, as the theory alone will be meaningless. The *School Library Yearbook* referred to above suggests having the class take notes from pamphlets reprinted from the *World Book* on Washington, Lincoln, Roosevelt and others. This would be excellent material for first practice in note-taking, as biographical sketches are well adapted to an outline form and young pupils may easily pick out main points and group subordinate ones under them. Sections from textbooks and any other books, pamphlets, or magazines that could be easily understood by the group could also serve as material for practice. This class practice work or supervised study period allows the instructor to give individual help where needed. She may pass around the room making corrections and suggestions and giving especial help to those inclined to copy the words of the book.

Methods and devices for advanced high school and normal school students. Upper grade high school students and those of normal schools could use *Library Key* as their guide to note-taking. The material on lecture notes would be especially valuable to seniors who expect to enter college. An excellent discussion of the part the listener plays in a lecture is given in Chapter I of *Note-taking* by S. S. Seward. (See bibliography at end of this chapter) This is touched upon in the *Key* but developed at greater length in this useful little book. The subject matter of this lesson could be mastered by superior groups of high school and normal school pupils without class instruction, but practice work in class would be valuable whenever it could be arranged. Authorities differ as to the value of numbering in note-taking. Underscoring leading words at the beginning of each main division answers very well for lecture notes but, for reading notes, a system of numbering is an effective method of organization. Most of the references listed at the end of the chapter include systems of numbering.

Assignment. Practice work for this unit consists, of course, in taking notes both in class and for outside assignments. All pupils should take notes on the same material for the first few drills, in order that the discussions and criticisms in class may apply to the work of all. If the contracts given in the *Key* are used for practice work, notes on the material looked up in books and magazines on the subject chosen at the beginning of the course might be handed in for criticism. Later all of these might be organized in good outline form as an assignment for this lesson. The chapter on *Note-taking* in the *Key* itself as well as the previous chapters would form excellent material for notes and outlines, as would the *Reading with a Purpose Series* mentioned in Chapter 9. Oral reports given from notes, taking notes from interviews, notes and outlines for debates, all might be used as projects for this unit.

References

Note: Full entries including publisher and price, for most of the references noted here, are given in the bibliography on page 187.

American library association. Education committee. School library yearbook, no. 1. Ninth grade lesson, p.53-4.

Simple outline for ninth grade pupils. Suggests plan of having pupils take notes in class from pamphlets on lives of great men.

Buck, Gertrude. Keys to the halls of books. p.8-12.

Detailed directions.

Dearborn, G. V. N. Economy in study; observation and the taking of notes. In Scientific American Supplement 81:242-3. Ap. 15, 1916.
Addressed to college students but helpful to teachers.

Estabrooks, G. H. System of note-taking. In School and Society. 26:715-17. D. 3, 1927.
Explains a system of pocket notes containing difficult part of subject, to be frequently reviewed.

King, W. A. The elementary school library. Selecting main ideas, outlining, skimming. p.201-3.

Kitson, H. D. How to use your mind. 2d ed. 1926. ch. 2.
Intended for college students.

Lomer, G. R. and Ashmun, Margaret. The study and practice of writing English. 2d ed. 1917. p.208-14.
Clear directions for note-taking, also examples of treatment of quotations and explanation of plagiarism.

Manly, J. M. and Rickert, Edith. The writer's index of good form and good English. p.26-32.
Clear directions for college students.

McCaslin, Davida. The library and the department of English. In English Journal. 12:591-8. N. 1923.
Good directions for note-taking.

Northwood, Bertha. Note-taking—a library lesson. In Public Libraries. 30:595. D. 1925.

Rice, O. S. Lessons on the use of books and libraries. p.110-15.
Includes examples of notes and an exercise for practice.

Robinson, A. T. Note taking and outlines. Heath. 1922. 32c
For college students. Includes examples of notes and outlines.

Sandwick, R. L. How to study and what to study. Heath. c1915. p.47-55.

Seward, S. S. Note-taking. Allyn and Bacon. 1910. 60c
Intended for college classes but useful for teacher of upper grade work in high schools. Contains exercises and examples of notes.

Ward, G. O. The practical use of books and libraries. 4th ed. 1926. p.99-100.
Brief directions.

Ward, G. O. Suggestive outlines and methods for teaching the use of the library. p.64-5.
Includes a helpful summary in tabular form of points to observe in note-taking.

Appendix 1

PLAN FOR TEACHING USE OF BOOKS AND LIBRARIES AS PART OF CLASS WORK OF REQUIRED COURSES IN HIGH SCHOOLS

With teaching outlines

To teach the use of books and libraries in connection with some required subject is not a new plan but is, rather, the most common way of arranging for this work. Usually, however, the librarian has gone into the classroom to give this instruction, correlating it as well as she could with the work of the class. As this plan has not been wholly satisfactory on account of the difficulty of follow-up work by the librarian,[1] the outlines in this appendix are designed to aid teachers of regular classes who may wish to give this instruction as part of their class work.[2] These teaching outlines merely list briefly the essential points to be brot out in each division of library instruction and suggest methods and devices. More detailed suggestions on how to teach this work, are, of course, given in the various chapters of this manual. Correlation will be made between the library lesson and the work of the particular course in which it is given, and *Library Key* will furnish the teacher with the information necessary for each unit. The work is divided into a definite number of lessons in these outlines, but a rigid division into one or two class periods should not be made; both the presentation and the practice work should be spread over parts of as many class periods as is necessary for complete mastery. If the course of study includes other required courses besides English and social science, some of these outlines could of course be easily adapted to them. Tho these outlines are planned for high schools, some of them indicate additional points to be taken up in normal schools.

[1] For discussion of some of the advantages of incorporating library instruction in the regular classwork, see Chapter 1.

[2] For an outline of library instruction as part of the regular class work in the elementary grades, see the Wisconsin state manual, *Lessons on the use of the school library*, by O. S. Rice.

Grade Distribution of Library Instruction Thruout Curriculum of Senior High School

A Possible Arrangement [3]

I. The Library and its Arrangement (English 9th grade—first semester)
II. The Book (Social science—9th grade—first semester)
III. The Card Catalog (English—9th grade—second semester and English—10th grade—second semester)
IV. The Dictionary [4] (English—9th grade—first semester and English 10th grade—first semester)
V. Encyclopedias (Social science—9th grade—second semester)
VI. Reference books
  1. Statistical reference books and those on history (Social science—U.. S. history I [5]—10th grade—first semester)
  2. Reference books for biography (English—10th grade—first semester)
  3. Reference books in literature (English—11th grade—first semester)
VII. Magazines and magazine indexes (Social science—U. S. history II—10th grade—second semester)
VIII. Buying and owning books (English—12th grade—first semester)
IX. Compiling bibliographies (English—11th grade—first semester using only resources of school library; and English—12th grade—second semester, using some of the other sources suggested in *Library Key*)
X. Note-taking (English—11th grade—second semester)

Teaching Outlines

The Library and Its Arrangement

English 9th grade

(First semester)

Note: Since the subject matter of this lesson falls into two divisions, separate outlines have been made for each. If the work is given in a regular class there would be no necessity of combining the two in one class period.

[3] The arrangement of these outlines is based in part on the Denver course of study for library instruction. Denver. Board of education. *Library instruction, junior and senior high schools. grades 7-12.* (Course of study monograph no. 28) 1930.

[4] In some schools one lesson on the unabridged dictionaries will be sufficient. In this case a first lesson on Note-taking might be given in this English course instead of the second lesson on the dictionary.

[5] If United States history is not a required course at this point, this library lesson will, of course, be given at whatever point this subject is required.

Arrangement, Rules and Citizenship in the Library[6]

I. Points to bring out
   1. Place of the library in the school and its relation to 9A English
   2. Necessity for some rules
   3. The library's rules
      a. Charging books
      b. Returning books
      c. Fines
      d. Reserving books
   4. Citizenship in the library
      a. Care of library property
      b. Obedience to library rules
      c. Courtesy and consideration of the rights of others
   5. Location of various parts of the library, such as books of special interest to the particular group, charging desk, catalog, clipping file, reference books, magazines and newspapers

II. Suggested methods and devices
   1. Have class discuss need for rules and suggest rules which they think library should have.
   2. If rules are in printed form distribute during this lesson
   3. Draw on board a sample book card showing class just how books are to be charged out.
   4. If possible take class to library and note location of various parts. Allow a few minutes at end of hour for browsing in the library and, with aid of librarian, help each student select a book for recreational reading for which he may receive credit in this English course. See that these books are properly charged out.
   5. If impossible to take class to library draw on board a chart of library to show location of various parts.

III. Assignment. See practice work at end of Chapter 2.

The Classification

I. Points to bring out
   1. Necessity for some arrangement
   2. Advantages of subject arrangement

[6] Even tho library instruction is given as part of the classwork the librarian will doubtless wish to meet entering freshmen, welcome them to the library, and give this first introductory talk on the arrangement and rules of the library, whenever this can be arranged. As practice work for this lesson may be combined with the practice work for the following one, the librarian could usually give this part of the work in the English class.

3. Dewey decimal system of classification
4. Arrangement of books within a class—author numbers
5. Call numbers made up of two parts
   a. Class number
   b. Author or Cutter numbers
6. Arrangement of fiction, biography and reference books.

II. Suggested methods and devices
1. Compare grouping of books in libraries with grouping of different kinds of goods in department stores.
2. If library textbook is not provided have chart of ten main classes on board.
3. Compare call numbers of books to street addresses of persons, the class number standing for the street on which one lives and the author number standing for the house number.
4. Give students cards containing call numbers (or class numbers if no author number is used) and have them arrange themselves in front of room in the order in which books would stand on shelves.
5. If class room is near library, distribute slips containing class numbers and have students go to shelves and find books in these classes. After call numbers have been explained have the class locate books by call number. These books may be charged out and brot to classroom, or teacher may accompany class to library and check this part of the work there.

III. Assignment. See practice work at end of Chapter 2.

The Book

Social science 9th grade
(First semester)

I. Points to bring out
1. Care of books
   a. Structure of books—easily damaged by careless handling
   b. Proper way to open new books
   c. Use of bookmarks
   d. Good citizenship in the care of public property
2. Parts of book
   a. Title page
   b. Copyright date

c. Preface and introduction
d. Table of contents
e. Index
f. Appendix

II. Suggested methods and devices
1. Take apart in class a worn-out book and show its structure.
2. Have class find various parts of book in *Library Key* or other textbooks.
3. Provide as much drill as possible in use of indexes, using index on page 10 of *Library Key* as well as the full index to this and other textbooks.

III. Assignment. See practice work at end of Chapter 3.

The Card Catalog

Note! As the subject matter of this unit is somewhat intricate and difficult to master, two lessons on it have been provided in these outlines. It is also suggested that this work with the catalog, in both grades in which it is given, be spread over several class periods with much practice work in between. The material in *Library Key* as far as page 17 has been included in the outline for the 9th grade and the remainder of the chapter and some review in the 10th grade outline.

First Lesson on Catalog

English 9th grade

(*Second semester*)

I. Points to bring out
1. Card catalog the index to the library—shows location of books in library as index of a book shows location of topics in the book.
2. Information entered in three different ways in catalog
a. Under author—author card has author's name on top line
b. Under title—title card has title of book on top line
c. Under subject—subject card has subject of book on top line (subjects are typed in red)
3. Connection between call number on catalog card and call number on book
4. Guide letters on outside of catalog trays—tell which tray to consult
5. Guide cards in trays—tell how to locate easily card wanted in tray. "A guide-card marked *Africa* means

that all cards with Africa as first word on top line begin at this point."

6. Cross references
   a. "A *see* reference means, 'There is nothing here; look in the other place.' "
   b. "A *see also* reference means, 'There is additional material in these other places.' "
7. Arrangement of cards in catalog trays
   a. Cards for books by an author filed before cards for books about him
   b. "Short before long" rule (See *Library Key,* p.25)
   c. Subject subdivisions filed alphabetically behind main heading, except history subdivisions which are filed chronologically

II. Suggested methods and devices
1. Give a simple exploratory test to discover what class already knows about the card catalog and alphabetic arrangement. (See practice work at end of Chapter 4 in this book)
2. Have ready large sample cards to illustrate different kinds of cards in a catalog. Have these cards represent books of interest to the particular class.
3. Give some drill in choosing the correct tray in which to look for different topics, by use of chart representing guides on outside of catalog trays, given on page 15 of *Library Key* or use a chart showing actual lettering of catalog trays of local library. Use, as far as possible, topics and names connected with the work of the English class.
4. If classroom is near the library give students slips containing authors, titles and subjects, for which they are to find call numbers in the library catalog. If this cannot be done during class period, it may be made an outside assignment.

III. Assignment. See practice work at end of Chapter 4.

Second Lesson on Catalog
English 10th grade
(Second semester)

I. Points to bring out
1. Review of material given in 9th grade lesson
2. Cards for parts of books (analytic cards)

3. Library of Congress cards
4. Arrangement of cards in catalog trays
   a. Cards for books by an author filed before cards for book about him (Review)
   b. Subject subdivisions arranged alphabetically after the main heading except subdivisions for history which are arranged chronologically (Review)
   c. Filing of names beginning Mc and Mac (See *Key*, p.25)
   d. Arrangement of same word standing for person, place and title
5. Printed catalogs (For normal schools)

II. Suggested methods and devices
1. Give an exploratory test on earlier work with catalog. Points to be covered—what catalog is, identification of three kinds of cards, cross references and arrangement of works by and about an author, subject subdivisions and "short before long" rule.
2. Re-teach any points not clear.
3. Use large cards illustrating different kinds of analytics and bring books to classroom so that class may follow up page references for parts of books.
4. Distribute mounted Library of Congress cards and have students study various details on them, with their textbook, *Library Key* open to pages 16-17. If no textbooks are provided go over the various details on several Library of Congress cards.
5. Arrange for practice work in looking up author, title and subject analytics in the catalog, during the class period, if circumstances permit this procedure.
6. Provide for drill in the arrangement of cards in a catalog by distributing a list of entries out of order and have class arrange in order according to the filing rules on pages 24-5 of *Library Key*. (For normal schools)

III. Assignment. See practice work at end of Chapter 4.

The Dictionary

Note: Tho two lessons on the dictionary have been arranged in these outlines. Many schools may arrange for additional lessons on the dictionary in other English classes. Like the lesson on the catalog this work should not be given in a single period but should occupy part of the class time of several periods.

First Lesson on Dictionary
English 9th grade
(First semester)

I. Points to bring out
   1. Definition of unabridged dictionaries
   2. Comparison of abridged and unabridged dictionaries
   3. Technique in using dictionary—thumb indexes and guide words
   4. Information to be found in dictionaries
      a. Definitions
      b. Pronunciation—location of pronunciation keys
      c. Spelling
      d. Parts of speech
      e. Brief information concerning historical and fictitious characters
      f. Brief statements about places
   5. Webster's *New International* and the *New Standard* dictionaries.
   6. Arrangement of Webster's *New International* dictionary (See *Library Key,* ch. 4)
   7. Arrangement of the *New Standard* dictionary (See *Library Key,* ch. 4)

II. Suggested methods and devices
   1. Give pre-test on alphabetic arrangement.
   2. Have in class copies of abridged and unabridged dictionaries in order that class may compare them.
   3. Use drills and games to bring out various kinds of information in dictionaries. (See ch. 5)
   4. Draw on board a chart showing the arrangement of the two unabridged dictionaries, or use sample sheets obtained from publishers.

III. Assignment. See practice work at end of chapter 5.

Second Lesson on Dictionary
English 10th grade
(First semester)

I. Points to bring out
   1. Review of various uses of the dictionary taken up in 9th grade

2. Review of arrangement and characteristics of Webster's *New International* dictionary and the *New Standard* dictionary
3. Additional information to be found in the dictionary
   a. Derivations
   b. Synonyms and antonyms
   c. Capitalization
   d. Abbreviations
   e. Foreign words and phrases
   f. New words
   g. Pictures
   h. Meaning of arbitrary signs used in writing and printing
   i. Explanation of odd phrases
4. *Century* dictionary and Murray's *New English* dictionary (For normal schools)

II. Suggested methods and devices

1. Exploratory or pre-test to discover how much the class already knows about the use of dictionaries. (See practice work at the end of ch. 5 for examples of these)
2. Drills and class exercises to bring out different kinds of information in dictionaries.
3. In normal schools students could read and report on some of the references on teaching the dictionary which may be found at the end of Chapter 5.

III. Assignment. See practice work at end of Chapter 5.

Encyclopedias

Social science 9th grade
(Second semester)

I. Points to bring out

1. Names and characteristics of important encyclopedias. (See *Library Key* ch. 5 for list of encyclopedias with descriptions. The encyclopedias taken up will depend on the local library.)
2. When to use encyclopedias
   a. For brief articles on almost every subject
   b. To get a survey of a subject
   c. For references for further reading

3. Arrangement
   a. By large subjects as in the *Britannica*
   b. With large subjects broken into parts, each part being entered separately in its alphabetical place, as in the *New International*
4. How to use encyclopedias
   a. Guide words or parts of words on back
   b. Guide words at top of each page
   c. Index if there is one
   d. Subject subdivisions
   e. Arrangement of headings. "Short before long" rule not followed in the *New International*
   f. Supplements and yearbooks for recent information
5. Points to remember in judging encyclopedias
   a. Date
   b. Reliability—of publisher, editors and authors
   c. How kept up to date
   d. General make-up, print, paper, illustrations
   e. Bibliographies
6. Importance of buying good encyclopedias. Stress fact that librarians will gladly advise one as to worth of encyclopedias.
7. Encyclopedias for young people. (Descriptions of these encyclopedias may be found on page 34 of *Library Key.*)

II. Suggested methods and devices
1. Using guide words for *New International* given on page 31 of *Library Key,* have students decide in which volumes of this encyclopedia certain topics will be found. If the *Key* is not used as a text have a large chart made representing the backs of volumes of an encyclopedia in the school library, and post this in the room; or draw on the blackboard the guide words on an encyclopedia.
2. If possible, bring to the classroom several volumes of each encyclopedia to be studied and have students handle them and look up topics suggested by members of the class.
3. Correlate the use of the encyclopedia with the class work. If topics like health, city planning, the handicapped, immigrants, are being studied in this social science course, plan to give this lesson when a need will be felt for material in the encyclopedia on some of these topics. Cross references may be followed up in this connection.

4. Compare information given in dictionaries and encyclopedias by having class look up same word in both.

III. Assignment. See practice work at end of Chapter 6.

Reference Books

Statistical Reference Books and Reference Books for History

Social science 10th (or 11th) grade
(U.S. History first semester)

I. Points to bring out
   1. Definition of reference book—one to be consulted for definite information rather than to be read thru
   2. Qualities of a good reference book—written or compiled by authorities, should be accurate, up-to-date and well arranged
   3. How to use reference books
      a. Notice copyright date
      b. Find out scope by examining title and table of contents
      c. Find out arrangement. If not arranged alphabetically, use the index
      d. Study the key to abbreviations which is usually in front of book
   4. Reference books to be studied (A suggestive list only as local conditions will determine what books will be taken up here. For description of these books see *Library Key,* p.37-9.)
      a. Yearbooks
         (1) American yearbook
         (2) Statesman's yearbook
         (3) World almanac
         (4) Yearbooks supplementing encyclopedias, as *New International yearbook* and *Americana annual*
      b. Geographical aids
         (1) Atlases
         (2) Lippincott's gazetteer
      c. Books giving information about state
         (1) Compiled statutes of state
         (2) State legislative manual

d. Books giving information about United States
   (1) Congressional directory
   (2) Statistical abstract
e. Reference books on history
   (1) Encyclopedia of the social sciences
   (2) Larned. New Larned history for ready reference
   (3) Brewer. Historic notebook

II. Suggested methods and devices
1. Motivate this work with reference books, by arranging class work in such a way that information given in these books will be needed for work of class. In this connection many of the books listed above would be more appropriately taught in advanced civics courses whenever such courses are required.
2. Take up one book at a time, spreading the material of this lesson over several class periods.

III. Assignment. See practice work at end of Chapter 7.

Biographical Reference Books

English 10*th grade*
(*First semester*)

I. Points to bring out
1. Sources for biographical information already studied
   a. Books on shelf classified B (or 921) and 920
   b. Card catalog (Cards for books about persons will have red headings)
   c. Dictionary for brief biographies
   d. Encyclopedia
2. New sources for biographical information (This list will vary with the library, but *Who's Who* and *Who's Who in America* should be included. For description of these books, see *Library Key,* p.38.)
   a. Century cyclopedia of names
   b. Dictionary of American biography
   c. Lippincott's biographical dictionary. rev. ed. 1930
   d. New Champlin cyclopedia for young folks: Persons
   e. Who's who
   f. Who's who in America
3. Scope of these books—those to be used for living persons, those limited to Americans, etc.

4. Meaning of abbreviations used in *Who's Who* and *Who's Who in America*

II. Suggested methods and devices
1. Motivate the work so that there is a need for biographical information in connection with the class work.
2. Spread this work over parts of a number of class periods.
3. If no library textbook is used, provide class with mimeographed material describing these books.
4. At end of this study of biographical aids have students find information about an author in whom they are interested, in as many of these sources as possible.
5. Have class decide which of these sources will be particularly useful for the English course in which this lesson is given.

III. Assignment. See practice work at end of Chapter 7.

Reference Books on Literature

English 11th Grade
(First semester)

I. Books that might be taken up here (See *Library Key,* p.38-41 for description of these books)
1. Bartlett. Familiar quotations
2. Brewer. Dictionary of phrase and fable
3. Gerwig. Crowell's handbook for readers and writers
4. Granger. Index to poetry and recitations
5. Harper's dictionary of classical literature and antiquities
6. Hoyt. Cyclopedia of practical quotations
7. Stevenson. Home book of verse
8. Warner's library

II. Suggested methods
1. Arrange classwork so information in these books will be needed.

III. Assignment. See practice work at end of Chapter 7.

Magazines And Magazine Indexes

Social science 10th (or 11th) grade
(U.S. History second semester)

I. Points to bring out
1. Value of magazines

2. Various kinds of magazines with special emphasis on those featuring current history
3. Location of magazines in library
4. Explanation of what is meant by a volume of a magazine with examples of bound magazines in the library
5. Need for indexes to magazines
6. The Readers' guide
   a. Number and kind of magazines indexed
   b. Alphabetical arrangement including author, title, and subject entries (Corresponding to the kinds of cards in the catalog)
   c. Cumulative feature
   d. Explanation of entries—meaning of abbreviations and figures used
   e. Special features such as the grouping of poems under the word *Poems,* etc.
   f. Primarily an author and subject list, title being given only for stories, operas, and plays
7. Explanation of points necessary to know in connection with use of *Readers' Guide* in local library
   a. Location of *Readers' Guide* in library
   b. List of magazines taken by library
   c. Location of back numbers of magazines in library
8. Directions for using *Readers' Guide* (See *Library Key,* p.45-8; also ch. 8 of this manual)

II. Suggested methods and devices

1. If *Library Key* is not available use sample pages of *Readers' Guide* obtained from The H. W. Wilson Company, and also old copies of the *Guide* discarded by the library.
2. Have a mimeographed form made for class practice work. (See Form for first practice work given at end of ch. 8)
3. If possible, have students find magazine and look up actual article to which reference is made in their sample pages of the *Readers' Guide.*
4. Show how the *Guide* may be used in connection with the work of the class in which this lesson is given.

III. Assignment. See practice work at end of Chapter 8.

Compiling Bibliographies

First Lesson

English 11th grade
(First semester)

I. Points to bring out
   1. Definition of bibliography—any list of books or printed material
   2. Kinds of bibliography
   3. Value of bibliography
   4. Essentials of a bibliography—full and accurate information arranged in good form
   5. Sources to consult (See *Simplified directions for making a bibliography* given in ch. 10)
   6. Form for bibliography (See *Library Key,* p.59-62; also ch. 10 of this manual)

II. Suggested methods and devices
   1. Motivate the work by interesting class in making a list of references for some purpose.
   2. Decide on some form and require that all of class use it.
   3. Try to get cooperation of other departments in holding students to this form in handing in lists for class work.

III. Assignment. Have class make a simple bibliography of five book references and five magazine references on some subject of interest to them.

Second Lesson on Compiling Bibliographies for Superior Groups in 12th Grade English Classes and for Normal Schools

I. Points to cover
   1. Sources to consult
      a. Card catalog
      b. Selected lists (*See Library Key.* p.62-3)
      c. Inclusive lists
      d. Bibliographies on special subjects
      e. Bibliographies in books
      f. Indexes to periodicals
      g. Indexes to newspapers
   2. Method of work (See *Library Key,* p. 58)

3. Form to use—decide on one and require all work to follow it. A good general form is given below.
   Author—last name followed by initials
   Title—brief, with only first word and proper names capitalized
   Edition, if given
   Copyright date
   Number of volumes if more than one
   Pages if only part of book
4. Arrangement of items—choose one arrangement (See *Library Key*, p.61)

II. Suggested methods and devices
1. Arrange work so that students need to compile a bibliography for the regular class work, or for their own use.
2. In normal schools it may be possible to combine the work of this lesson and that of the one on Buying and owning books by using the same problem for both. This problem would consist of compiling in good bibliographical form a list of books for some special purpose.

Buying And Owning Books

English 12th grade

(*First semester*)

Note: If the problem for this lesson consists of the actual compilation of a list of books for a personal library the subject matter for this unit might be organized as a project extending over several weeks.

I. Points to bring out
1. Personal library
   a. Pleasure to be gained from owning books
   b. Kind of books to buy
      (1) Reference books—those that will help in one's work
         (a) Tests for reference books (See "Qualities of a good reference book" in first teaching outline for Reference books; also *Library Key*, p.35)
      (2) Books for recreational reading
         (a) Good plan to read book first and only buy those one wishes to re-read and to own

(b) Tests for literature (See references given in Chapter 9 under "Essays on books and reading")

(3) Points to observe in judging physical make-up of books
- (a) Binding
- (b) Paper
- (c) Print
- (d) Illustrations

(4) Some good inexpensive editions (See High school catalog, pt. 1, p.196-7 for good editions of fiction; ask librarian for additional examples)

2. Book selection aids (See *Library Key*, p.54-6 for descriptions of these)
   a. U.S. catalog and its supplements
   b. Booklist
   c. Book review digest
   d. Reading with a purpose series

II. Suggested methods and devices
1. Develop this lesson as a practical problem or project. (See ch. 9 for suggestions for this method)
2. Informal discussion of what books can do for one.
3. Use essays on books and reading, such as those suggested in Chapter 9, for outside reading assignments.
4. Distribute leaflets on a personal library by William Lyon Phelps. (See ch. 9 for full information)
5. Have class make tentative lists of books they would like to own and at end of semester revise these. If lists of student's voluntary reading have been kept from term to term, use these as basis for this list.
6. Have class investigate editions in the library and in bookstores; or have them bring from home examples of fine editions.
7. Have aids for book selection in classroom and give class practice in using them during the class period. Assign problems for further use of some of these, especially the *Book Review Digest*.
8. Have in classroom copies of longer reviews from which the extracts in the *Book Review Digest* have been made.

III. Assignment. See practice work at end of Chapter 9.

NOTE-TAKING

English 11th grade

(Second semester)

I. Points to bring out
   1. Value of good note-taking
   2. Note-taking does not mean copying word for word but rather telling in one's own words, the main ideas of the article
   3. Rules for taking reading notes
      a. Read whole article thru
      b. Give main ideas in one's own words
      c. Make notes brief using abbreviations, but keep them clear
      d. Arrange notes so that important points stand out and less important ones are subordinated
      e. Put topic treated, at top of paper in one corner, and name of book or magazine with exact pages, from which notes are made, in another
   4. Lecture notes (For advanced high school and normal school students only. See *Library Key,* p.65-7)
   5. Crediting of ideas taken from others—direct quotation enclosed in quotation marks.

II. Suggested methods and devices
   1. Have whole class take notes in class on same material which should be simple. Biographical material is good for this first work.
   2. Discuss these notes in class and have some put on board or posted.
   3. Follow up this lesson by assigning the taking of notes on reading done for the class. These notes should be handed in and slower students helped until it is evident that the class has developed the ability to take good notes on simple material.
   4. If the lecture method is used in the class, have students hand in lecture notes for revision.
   5. Try to get teachers of other courses to hold students to same standards for notes.

III. Assignment. Have class take notes on material used for the class work.

Appendix 2

SAMPLE LESSON ON REFERENCE BOOKS FOR OFFICE PRACTICE CLASSES

In addition to the three groups of reference books which may be taught in required courses if the outlines in Appendix 1 are followed, it will be an excellent plan if teachers of other courses make themselves responsible for acquainting their classes with some of the important reference books in their particular field. For example, according to this scheme, science teachers would stress outstanding reference books in science that are adapted to high school students; art teachers would teach reference books in the field of art; music teachers, reference books for music, etc. This is, of course, done at the present time by many teachers but a uniform practice in this regard would seem to be desirable.

The following sample lesson shows how reference books in a special field may be correlated with the work of a particular class, as it describes the teaching of business reference books in office practice classes.[1] The plan suggested here is based on a library lesson given to office practice classes of the South Philadelphia High School for Girls by the librarian, Mary Farr. The form for the problem follows Miss Farr's outline but additional questions have been included.

In many schools the textbook used for office practice classes will contain a chapter on reference books with an adequate annotated list of important books. In these schools much of the *Material for Students* given below will not be necessary tho a brief list of any books not included in the text, but especially useful for local businesses and industries, may be used to supplement this textbook material.

As many of the books as possible are examined and discussed in class and students make further examination of them in the library while they are preparing their problem. Several days are allowed for the problem which consists of answering three questions which might arise in various types of business offices. For

[1] This lesson, somewhat modified to fit local conditions, is now taught in some of the office training classes of the Omaha Technical High School, as part of the regular class work.

maximum credit additional questions are answered. Page number as well as name of the book used is required for the questions answered by books in the school library. This problem might, however, be used as a class exercise, in which case the name of the book to be consulted for each question would be sufficient answer.

The list of reference books which follows does not aim at being complete but is suggestive only, as local conditions will largely determine the books studied. No descriptions are included for the more general reference books which are described in *Library Key* but brief notes on books not mentioned there are given. Further descriptions of the most of these books with questions on them may be found in the references at the end of this appendix.

Material For Students

Reference Books Useful In Business Offices

A stenographer or clerk in a business office should have some knowledge of reference books and of how to use them. Many questions arise in the course of one's work that can be answered only by books. If a clerk shows an intelligent knowledge of books and can find information quickly he will be far more valuable in an office than one who has no idea of where to find information.

Definition of a reference book. A reference book is one to be consulted for particular information, rather than to be read thru.

Qualities of a good reference book. A reference book should be written or compiled by authorities, should be accurate, up-to-date, and well arranged.

How to use reference books. In using reference books notice the copyright date; find out what the book covers by examining the title and table of contents; find out the arrangement; use the index if the book is not arranged alphabetically; study the key to abbreviations which is usually in the front of the book.

Some reference books useful in business. A few of the more general reference books which stenographers and other business workers should know are given below. Most of these books are in the school library but some have been listed which our library does not have. These should, if possible, be examined at the Public library. A few of the books listed are sold only to private subscribers and cannot be found in libraries. Many large businesses maintain extensive libraries and in most large offices you will find many of the books in this list. If you cannot find what you want

in the books in your office, remember that the Public library is well equipped with business books and can answer many reference questions over the telephone.

Examine carefully as many of these books as you can, both in the school library and at the Public library.

Dictionaries

New Standard dictionary of the English language. Funk and Wagnalls. $16.

Practical Standard dictionary abridged by F. H. Vizetelly. Funk and Wagnalls. $5.

Desk Standard dictionary. Funk and Wagnalls. $2.25.

Webster's New International dictionary of the English language. G. and C. Merriam. $16.

Webster's Collegiate dictionary. G. and C. Merriam. $5.

Webster's Secondary School dictionary. G. and C. Merriam. $2.40.

Encyclopedias

Encyclopedia Americana. 30v. Americana Corporation. $180.

Encyclopaedia Britannica. 14th ed. 1929. 24v. Encyclopaedia Britannica. $129.50.

New International encyclopedia. 2d ed. 25v. Dodd, Mead. $156.

Directories

City directories

City directories are usually arranged in four sections. (1) Miscellaneous information such as city officials, hospitals, churches, etc. (2) Main part of directory which consists of names of residents of city arranged alphabetically. (3) Street guide giving streets in alphabetical order, sub-arranged by house numbers. (4) Classified directory which gives names of businesses and professions, arranged alphabetically and, under each, the names of those engaged in each. The local city directory will be found in most business offices and directories for many other large cities may be found in public libraries.

Telephone directory

Besides the alphabetical list of names with addresses and telephone numbers, often contains a classified directory in the back, giving names of different businesses and professions and those engaged in them.

Trade and business directories for the United States and for the world

Kelly's Directory of merchants, manufacturers and shippers of the world. 2v. Kelly. $20.

Volume 1 contains directory for all countries except the British Empire. Volume 2 contains directory of British Empire. Large public libraries will contain this book.

Thomas' Register of American manufacturers, and first hands in all lines; the buyer's guide. Thomas. $15.

Issued annually. Finding list arranged by product manufactured, in front; classified list arranged by states and trade name list.

Official Congressional directory

Can usually be obtained free thru senator or congressman. Useful to the business man who is interested in government affairs.

[State legislative manual]

Professional directories

Practical every well-established profession has its directory. These can usually be found in business or public libraries.

Books Giving Personal Information

Dau's Blue book

Issued for principal cities. Contains names and addresses of those living in residential sections of the city. Less exclusive than the Social register (see below). Names are arranged two ways, the first alphabetic and the second according to streets.

Social registers

These books are compiled for large cities. They give names of those in city who are socially prominent, with addresses and telephone numbers, colleges from which they have been graduated and clubs to which they belong. Issued several times a year. Useful for mailing lists.

Who's who. Macmillan. $16.50.

Who's who in America. Marquis. $8.50.

Almanacs and Yearbooks Giving Statistical Information

Statesman's yearbook. Macmillan. $7.50.

Statistical abstract of the U.S. Washington. Government printing office. $1.

World almanac. The New York World. 50 cents.

The publications of the United States Department of Commerce are also useful for statistical information. Many of these can be obtained free by applying to the department.

Postal and Railway Guides

Bullinger's Postal and shippers' guide. Boston. New England railway pub. co. $5.

Contains name of every post office, railroad station, steamboat landing in the United States and Canada and much other information. Especially useful to shipping departments of large concerns.

U.S. Post office dept. United States official postal guide. Washington. Government printing office. $1.50.

Published annually in July with monthly supplements. Gives full information about domestic and foreign postal regulations and complete list of all post offices in the United States, arranged alphabetically by states, by counties, and by classes. Used in mailing departments of large concerns.

Official guide of the railways and steam navigation lines of the U.S., Porto Rico, Canada, Mexico and Cuba. National railway publication co. $18 a year.

Gives time of arrival and departure of all trains on standard railroads in the United States. Useful for sales departments in which salesmen's trips must be scheduled.

Atlases and Gazetteers

Hammond, C. S. Home and office atlas. $6.

Rand McNally. Commercial atlas of the world. $36.

Rand McNally. International atlas of the world. $8.50.

A good atlas will be found very useful in business offices. The places on the maps are usually listed in an index but atlases vary in the arrangement of their indexes. Study the explanatory material in front of book before you use any atlas you are unfamiliar with. There are many other good atlases besides those listed here.

Lippincott's new gazetteer of the world. Lippincott. $12.

Brief descriptions of countries, cities, towns, mountains, lakes, rivers, etc.

Short gazetteers may also be found in Webster's dictionaries.

Handbooks for Correct English

Banks, Eleanor. Putnam's correspondence handbook. 3d ed. Putnam. $1.90.

This book and the three following deal with details of writing, such as punctuation, capitalization, spelling, etc.

Chicago. University Press. Manual of style. Univ. of Chicago press. $3.

Manly, J. M. and Rickert, Edith. Writer's index of good form and good English. Holt. Student's ed. $1.28.

Taintor, S. A. and Monro. Secretary's handbook. Macmillan. $3.50.

Synonyms

Allen, F. S. Allen's synonyms and antonyms. Harper. $3.

Crabb, George. English synonyms. rev. ed. Harper. $2.50.

Fernald, J. C. English synonyms and antonyms. new ed. Funk and Wagnalls. $1.90.

Roget, P. M. Thesaurus of English words and phrases. rev ed. Longmans. $2.50.

Tho dictionaries give some synonyms, these books listed above and others like them are often useful in certain offices such as advertising agencies.

Books for Literary Allusions, Quotations, etc.

Gerwig, Henrietta, ed. Crowell's handbook for readers; a dictionary of famous characters and plots in legend, drama, opera and story. Crowell. $3.50.

A useful medium-sized handbook for brief information on literary allusions.

Hoyt, J. K. New cyclopedia of practical quotations. rev. by K. L. Roberts. Funk and Wagnalls. $7.50.

Business Law

Conyngton, Thomas. Business law. Ronald. $6.

Saliers, E. A. Accountant's handbook. Ronald. $7.50.

Information on accounting and related topics. Section on business law.

Compiled statutes of the state.

A compilation of all state laws. Kept up to date by session laws passed at each legislature. If a copy is not in the business office, may be consulted at public library.

Financial Information

Bradstreet's book of commercial rating.

Dun's reference book and key containing rating of merchants, manufacturers and trades.

Both of these books give credit and capital rating of business men arranged according to states and cities. They are issued annually and are sold only by private subscription and therefore cannot be found in public libraries.

Moody's manual of investments, American and foreign, 1909-date. 5v. v.1. Railroad investments; v.2. Industrial investments; v.3. Public utility investments; v.4. Government and municipal se-

curities; v.5. Banks, insurance, real estate, finance. Moody's investors service. $25 each.

Gives, briefly, the history, management and financial statistics of stocks and bonds.

Book Catalogs

United States catalog. H. W. Wilson.

An inclusive list covering all books and many pamphlets published in the United States. Each title is entered under author, title and subject. Information about each book includes number of pages, edition, publisher and price. Can be found in most libraries.

Cumulative book index.

This is the name of the monthly supplements to the United States catalog. Books in English wherever published are now included. One should look here for newest books.

Lists of Business Books

Newark, New Jersey. Free public library. 2400 business books and guide to business literature, by L. H. Morley and A. C. Kight. 3d ed. H. W. Wilson. $5.

Newark, New Jersey. Free public library. Business books, 1920-1926. A supplement to 2400 business books. H. W. Wilson. $7.50.

Mudge, I. G. Guide to reference books. 5th ed. American library association. 1929. $4.50. p.116-26.

Description of some important reference books for business.

Periodical Indexes

Industrial arts index.

Indexes about 200 technical and trade journals in the fields of engineering, trade and business. Will be useful for finding recent articles on business subjects.

Readers' guide to periodical literature.

Indexes over 100 general magazines. Will also be useful for finding magazines articles on some phases of business.

Newspaper and Periodical Directories

Ayer, N. W., and son. Directory of newspapers and periodicals. $15.

Main part of this work arranged under state with a sub-arrangement under town. In the appendix is a classified arrangement listing alphabetically journals dealing with particular interests.

Newark, New Jersey. Free public library. Business branch. 400 business periodicals classified by the subjects which they cover. 1926-27.

"This list tells you which of 400 magazines deal with your business." This pamphlet may be obtained free from the business branch of the Newark public library.

Newspaper Indexes

New York Times index. Monthly issues and quarterly cumulations, $12; annual cumulation alone, $25; full service $32 annually.

A monthly index with quarterly and bound annual cumulations. Entries under detailed subjects. Newspaper articles in other papers can often be traced thru this index by finding the date in which the topic was discussed in the New York *Times,* and then looking for this date in the files of other newspapers.

Problem For Business Reference Books

Note: Books in which answers may be found have been given as an aid to teachers, but no attempt has been made to list all the possible sources of information for some of the questions. If problem is duplicated answers should, of course, be omitted.

Directions: Find answers to the questions assigned to you.

I. *Secretary to bank president*
   1. The president wishes to know facts about a well known man with whom he has business dealings. Where can he find this information? (Who's who in America, Dau's Blue book)
   2. What was the amount and value of cotton crops of United States for last ten years? (World almanac)
   3. He is writing an address and wants the statistics of the amount of money coined in the United States in 1864 and in 1928 that he may compare them. (Statistical abstract)

II. *Secretary to a social worker*
   1. You were asked to find the initials of the head of the state department of Welfare. (State legislative manual)
   2. You wish to know the name of the Supervisor of Milk and Food Inspection in your city and where to find him. (City directory)
   3. You want the names of the Senate and House committees on Pensions. (Congressional directory)

III. *Typist for an author*

1. In his book he has some one kneel from servility, and he wishes an adjective to express his thought smoothly. Where would you find it? (Book of synonyms)
2. He has heard the name of the city of "Muscat" and would like to lay the plot of his story there, but first he must know some facts about the city. (Lippincott's gazetteer)
3. He would like to read the most recent magazine articles on Wilbur Daniel Steele. (Readers' Guide to periodical literature)

IV. *Clerk in a bond house*

1. You are asked to submit a condensed statement of the financial condition of the Missouri Pacific railway, showing average earnings for the last five years. (Moody's manual)
2. You are to travel for two weeks and wish to arrange your train schedule. (Railway guide)
3. Your employer asks you to gather some biographical facts about a visiting financeer who is to be guest at a banquet he is to attend. (Who's who in America)

V. *Secretary to the superintendent of schools*

1. A well known English poet is scheduled to speak at a teachers' convention. Your employer wishes some brief information about him. (Who's who)
2. For a speech on Safety your employer wishes to know the number of automobile fatalities in the United States. (World almanac)
3. You are asked to complete the quotation "All the world's a stage..." and find out its source. (Hoyt. New cyclopedia of quotations.)

VI. *Secretary to the owner of an exclusive retail shop just located in a large city*

1. You are asked to prepare a mailing list to reach wealthy women in the city. (Social register; Dau's Blue book)
2. You are not sure of the punctuation of a long sentence. (A handbook for correct English)
3. A package has come back because of an error in the address. The address on your books is evidently incorrect. Where will you look? (City directory; Telephone directory)

VII. *Private secretary to vice-president of public utilities company*

1. Your employer is preparing a speech and he wants to use the quotation "Eternal vigilance is the price of peace" but is anxious to know the origin of this quotation. (Hoyt. New cyclopedia of practical quotations)
2. He asks you to find out the total amount of anthracite coal produced in the United States in 1928. (Statistical abstract)
3. He is interested in Russia and asks you to make a list of recent magazine articles on the economic situation of Russia. (Readers' guide)

VIII. *Secretary in a welfare association*

1. You are asked to find a list of doctors and lawyers in your city. (City directory; Classified telephone directory)
2. You wish to make a comparison between retail food prices in 1920 and 1928. (Statistical abstract; World almanac)
3. What is the present immigration quota for Russia? (World almanac)

IX. *Clerk in a real estate office*

1. Where will you find information for a man considering buying a house who wants to know something about the neighbors. (Dau's Blue book; City directory)
2. You are asked to find out to what clubs a certain man who is prominent socially in your city belongs. (Social register; Who's who in America)
3. Your employer wishes to know the location of Harrison, Nebraska and some facts about it. (Lippincott's gazetteer)

X. *Stenographer in a law office*

1. Your employer asks you to find the following information for him. Name and address of the senior senator from Montana. (Congressional directory; World almanac)
2. He gives you a list of twenty-five large cities and asks you to find out the population of each. (World almanac)
3. Who is the state insurance commissioner? (State legislative manual)

XI. *Secretary to a principal of a school*

1. Your principal has been offered a position in Grand Rapids, Mich. He wants to find a brief description of the place. (Lippincott's gazetteer; Encyclopedia)
2. He wishes to know the percentage increase in school attendance in Grand Rapids between the years of 1910 and 1930. (Statistical abstract)
3. He is writing a paper on honesty in school examinations and wishes to make use of terms that will express the opposite of honest in order to make his point more forceful. In which book can you find a full list of these terms? (Books of synonyms and antonyms; New Standard dictionary also gives antonyms)

XII. *Clerk in an import and export house*

1. You are asked to find out what steamship lines ply between New York and Brazil. (Rand, McNally's commercial atlas)
2. You are asked to find a list of French manufacturers of perfumes. (Kelly)
3. You are asked to find out how much it will cost to register a package valued at $100. (Postal guide: World almanac)

XIII. *Architect's office*

1. You are asked to find out if anything on Bank buildings has been published recently in technical magazines. (Industrial arts index)
2. Your employer has written a long article for a professional journal. He expects you to prepare the manuscript correctly for printing. What books will you consult? (Chicago University style book; Manly and Rickert; Taintor)
3. You are asked the per capita fire loss in the United States for 1929. (Statistical abstract)

XIV. *Cashier in a store*

1. You want to find a good form for a pay-roll sheet. (Saliers. Accountant's handbook)
2. You want to find a partner's obligation to the firm's creditors. (Conyngton. Laws of business; Saliers. Accountant's handbook)
3. You are asked to find out the credit rating of a customer. (Dun or Bradstreet)

XV. *Secretary to buyer of china in department store*

1. Your employer is going to make a trip to England to buy some fine pieces of china that are to be auctioned off. He has been given a letter of introduction to "Martin Hardie" and wishes to know where he can reach him. He would like some information about him. (Who's Who)
2. He asks you to give him a brief statement concerning some stock he is considering purchasing. (Moody's manual)
3. He wants to see if there have been any recent magazine articles on American pottery. (Industrial arts index; Readers' guide)

XVI. *Advertising agency*

1. You are striving to make your advertisements original and to avoid hackneyed expressions. What book will help you? (Book of synonyms)
2. You need to do some background reading on the work of early silversmiths and goldsmiths for an advertisement you are preparing. Where will you look? (Encyclopedia)
3. Some copy has come to you containing the expression ". . . this article is some smaller than the one described above . . ." You know this is incorrect but wish to prove your point by a reference book. What book might you use? (A handbook for correct English)

XVII. *You are contemplating opening a notion store*

1. You want to find a list of manufacturers of articles you will need. (Thomas; Kelly)
2. You want to find the names of persons living within a five minute walk of your location. (City directory)
3. You have seen the name "A Bon Marché" on a notion store in another city and you want to know the significance of the expression. (Dictionary)

Brief Bibliography on Reference Books for the Business Office

Cahill, M. F. Junior office practice. Macmillan. 1928. p.183-216.
Cahill and Ruggeri. Office practice. Macmillan. 1917. p.202-33.
Center, S. S. and Herzberg, M. J. Secretarial procedure. Ronald press. c1929. p.340-9.

Hutchins, Margaret and others. Guide to the use of libraries. 4th ed. H. W. Wilson. 1929. p.174-83.

Kilduff, E. J. The private secretary. rev ed. Century. c1924. p.259-69.

Kirk, J. G. and Waesche, M. A. Junior training for modern business. Winston. c1925. p.60-70.

McClelland, F. R. Office training and standards. A. W. Shaw. c1919. p.43-58.

McNamara, E. F. Secretarial training. Ronald press. c1927. p.73-87.

Mudge, I. G. Guide to reference books. 5th ed. American library association. 1929. p.116-26.

Sorelle, R. P. and Gregg, J. R. Secretarial studies. Gregg. 1922. p.325-59.

Taintor, S. A. and Monro, K. M. Secretary's handbook. Macmillan. 1929. p.337-42.

Appendix 3

SAMPLE TESTS COVERING ALL UNITS OF LIBRARY COURSE

Note: Various parts of the practice work given at the end of each chapter in this manual may be combined to form final tests or review problems. A few examples of additional tests are given in this appendix. Other objective tests for high schools may be found in *School Library Yearbook, no.* 1, p.82-5 and in *Find It Yourself,* by Scripture and Greer, p.57-62 (Teacher's edition).

Tests For High Schools

True-False Test For High Schools

Directions: Some of the following statements are true and some are false. If a statement is true, make a plus (+) sign at the left of the number; if it is false make a minus (—) sign.

1. In the volume of the *New International* encyclopedia marked "Imaginary—Jouy" you will find a discussion of the topic "Journalism."
2. The index of a book is usually in the back.
3. The biography of the prime minister of England will be found in *Who's who in America.*
4. Library books are arranged on the shelves according to size.
5. If you look up "Sir Walter Scott" in the dictionary and in the encyclopedia, the longer account will be found in the dictionary.
6. A gazetteer gives biographical information.
7. A description of the duties of the departments of the United States government will be found in the *Congressional Directory.*
8. The date at the bottom of the title page always tells how old the material in the book is.
9. The *Readers' Guide* to periodical literature indexes material in over one hundred periodicals.
10. Unless you know the author of a book you cannot tell from the card catalog whether the library has it or not.

11. A bibliography is a list of references on one topic.
12. Notes should contain the main ideas of the article or lecture in one's own words.
13. All beautiful, well-made books are expensive.
14. To find all the books in print on a subject, look in the United States catalog and its supplements.
15. The catalog is the first aid to consult when looking up material in your library.
16. Books having the letter "R" in front of, or above, their call numbers are kept by themselves in the library.
17. A new book must be opened more carefully than an old one.
18. In a bibliography, the author's last name, followed by his initials, should usually be given first.
19. The quickest way to find information in a book is to look thru the Table of contents.
20. Information on the government of Argentina will be found in the *Statesman's Yearbook.*
21. To find the most recent material on Gliders one should look in the encyclopedia.
22. No information about places can be found in dictionaries.
23. Brief statements about historical characters are given in unabridged dictionaries.
24. Reference to magazine articles may be found in the library catalog.

Key

1. +	5. —	9. +	13. —	17. +	21. —
2. +	6. —	10. —	14. +	18. +	22. —
3. —	7. +	11. +	15. +	19. —	23. +
4. —	8. —	12. +	16. +	20. +	24. —

COMPLETION TEST FOR HIGH SCHOOLS

Directions: Place in the blanks below, the proper words to make the statements correct.

1. The call number of a book is made up of two parts, the ..... number and the ..... number.
2. There are ..... main groups in the Decimal classification.
3. Books of fiction are arranged ..... on the shelves.
4. Foreign phrases are found ..... of the *New Standard* dictionary.

5. Foreign phrases are usually found ..... in Webster's *New International* dictionary.
6. Three good encyclopedias are the (a) ..... the (b) ..... and the (c) .....
7. For material on Americans now living look in .....; for living English people look in .....
8. For statistics look in the....., or.....
9. For magazine articles on a topic look in the .....
10. To find extracts from book reviews look in the .....
11. A gazetteer gives information about .....
12. (a) To find the call number of a book by William Stearns Davis, look in the catalog under the word .....
    (b) To find the call number of a book about Radio, look in the catalog under the word .....
    (c) To find the call number of the book *When Knights Were Bold,* look in the catalog under the word.....
13. To find out how old the material in a book really is, look at the .....
14. In a bibliography the author's last name should be given .....; after this the ..... should be given.
15. Below is a sample reference taken from the index to magazines.

    GLIDERS

    College glider club teaches low-cost flying il Pop Mech 53:409 Mr '30

    The figure 53 stands for .....; 409 stands for .....
16. Three points to remember in taking notes are (a) .... (b) ..... (c) .....
17. The best place to look for maps is in .....
18. Two reference books besides a dictionary and encyclopedia that would be useful in a business office are ..... and .....
19. Three points to remember in judging an encyclopedia are its (a) ..... its (b) ..... and its (c) .....
20. The *New International* encyclopedia is kept up-to-date by ..... and by .....

Key

1. Class number; author number
2. Ten

3. Alphabetically
4. At the end
5. Below the line
6. Answer will vary with library; any described in the *Key* may be used
7. Who's who in America, Who's who
8. World almanac, Statistical abstract, American yearbook, yearbooks to encyclopedias (any of these may be accepted)
9. Readers' guide
10. Book review digest
11. Geographical names
12. (a) Davis (b) Radio (c) When
13. Copyright date
14. First; the title
15. Volume 53; page 409
16. (a) To make them brief; (b) to give main ideas in one's own words (c) to make leading points stand out (Other possible points may be given; see ch. 11)
17. Atlas
18. World almanac and Who's who in America (others may be substituted)
19. Date, reliability, arrangement
20. Supplements and yearbooks

Tests For Normal Schools

Multiple Choice Test

From Cleveland School of Education
Prepared by Bertha Hatch

Underline the best completion of each of the following statements.

1. In examining a book to get general idea of its contents, one should (a) read a page here and there; (b) look at the illustrations, if any; (c) study the title page; (d) read the table of contents.
2. The copyright date is found (a) on the title page; (b) on the reverse of the title page; (c) at the end of the book.
3. The preface of a book should be read because (a) it is the most interesting part of the book; (b) it saves the trouble of reading the book thru; (c) it indicates the pur-

pose of the author in writing the book; (d) it is a good way to find out if the book is worth reading.

4. The index is especially valuable for (a) finding whether a certain subject is treated in a book; (b) judging whether a book is scholarly; (c) getting a general notion of what the book is about; (d) finding whether a book is too difficult.
5. The *Standard Catalog for High School Libraries* should be known by all high school teachers because it (a) gives a list of sources for pictures; (b) it is kept up to date by supplements; (c) it lists many pamphlets; (d) it is a carefully selected list which includes books on subjects needed in a high school library.
6. The *Readers' Guide* is (a) a list of good books to read; (b) a book on English literature; (c) an index to articles in periodicals; (d) a catalog of books which should be in every library.
7. The dictionary which gives the fullest treatment of words is the (a) Webster's *New International,* (b) *Century,* (c) *New Standard.*
8. The *World Almanac* is especially useful in looking up material about (a) astronomy; (b) new books; (c) current events; (d) up-to-date statistics.
9. To find out what books the library has about South America, one should (a) ask the librarian; (b) look among the geography books; (c) consult the card catalog; (d) ask the geography teacher.
10. The quickest way to find out whether the book *Oliver Twist* is in the library is to look at the catalog drawer marked (a) Ne-Op; (b) Ter-U; (c) De-Ec.
11. The main reason for teaching students how to find material in the library is (a) to save work for the librarians; (b) to make the student more independent; (c) to enable the student to broaden her knowledge; (d) to prepare the student to conduct a school library.
12. Books in the library are arranged by (a) subject; (b) author; (c) size; (d) color.
13. The name of the Governor of Texas is best found out by consulting (a) *Who's who in America;* (b) the *Readers' Guide;* (c) the *Statesman's Year Book;* (d) the encyclopedia.

14. The subscription price of *Harper's Magazine* may be found in (a) the *Readers' Guide;* (b) the *World Almanac;* (c) the *American Year Book;* (d) the *World Book.*
15. The catalog is the most useful tool in the library because (a) it gives one the titles of all the books an author has ever written; (b) it is a guide by author, title and subject to all the books in the library; (c) it is arranged alphabetically; (d) it contains Library of Congress cards.

Key

1. (d)	4. (a)	7. (b)	10. (a)	13. (c)
2. (b)	5. (d)	8. (d)	11. (b)	14. (a)
3. (c)	6. (c)	9. (c)	12. (a)	15. (b)

True-False Test

Note: Most of the statements which compose the following test were taken from problems used at the State Teachers college, Kearney, Neb., the Cleveland school of education and the State Normal school of Westfield, Mass. It is long enough to serve as a final examination or part of it might be used with other tests.

Directions: Read each of the following statements carefully. If the statement is true, place a plus (+) sign at the *left* of the number. If the statement, or any part of it, is false, place a minus (—) sign at the *left* of the number.

1. The *Readers' Guide* is an alphabetical list of author and subject entries; title entries are included only for stories, plays and operas.
2. Bibliographies are lists of books or other printed material, to be used as guides for further reading.
3. Lippincott's gazetteer is a reference book giving an alphabetic list of geographical names, with a brief description of each.
4. The *Readers' Guide* indexes many of the recently published books, a few annual reports, and some reference books and pamphlets that appear in series.
5. If the name of a person appears at the top of a catalog card in red, the person is the subject of the book, not the author.
6. The entries in the *Readers' Guide* to periodical literature are grouped in three separate alphabets, (a) author index, (b) subject index, and (c) title index.

7. The card catalog often contains cards for parts of books, thus serving as a fuller index to the library than if it entered only whole books.
8. The preface explains the purpose of the book.
9. The plan of cumulation used by the *Readers' Guide* makes it possible to find all the material indexed on a given subject during the current year, by consulting not more than two or three numbers.
10. In order to locate materials published in periodicals since 1900, one should use the *Readers' Guide* to periodical literature, and other periodical indexes.
11. In the Decimal classification system a certain number stands for each subject, and all books on that subject are marked with that number and stand together on the shelves.
12. The introduction of a book gives a general discussion of the subject matter of the book, preparing the reader for the material taken up in the body of the book.
13. Subject cards which relate to the different periods of the history of a subject, are arranged under the general subject in order of time, instead of alphabetically.
14. The table of contents of a book is usually an alphabetical list of the topics treated in the book, telling where to find each one.
15. An important feature of the *New Standard* dictionary is the divided page, giving the words most frequently used above the line, and those used only occasionally below the line.
16. The card catalog is the index to the library, since it shows what is in the library and where to look for it.
17. In Webster's *New International* dictionary nearly everything is in the main vocabulary, except population statistics and foreign words and phrases, which are at the back.
18. The classification number and author number, found in the upper left-hand corner of the catalog cards, help to find the book on the library shelves.
19. In the 700 group of the Dewey Decimal classification will be found the scientific books.
20. In the card catalog books are represented by (a) author cards, having as heading the name of the author, (b) title cards, having as heading the title of the book, and (c) subject cards, having as heading the name of the subject of which the book treats.

21. The cards in the library catalog are arranged according to the call numbers of the books they represent.
22. The author's name is particularly important in forming an estimate of a book, because the value of what is said often depends on who says it.
23. The title-page generally contains the title, author's name, edition, if different from previous ones, place of publication, publisher's name and date of printing.
24. "See" cross-reference cards refer the user of the catalog from headings which are not used to headings which are used; "see also" cross-reference cards refer the user of the catalog from headings which are used to closely related subject headings.
25. Books dealing with the subject of education may be found in the 300 section of the Dewey Decimal classification.
26. A catalog card may be made for part of a book, (a) when the book contains works by different authors, (b) when the book contains different works by the same author, and (c) when the book contains different subjects each of which is treated separately.
27. A system of classification is used in a library in order that all books on the same subject or related subjects may be kept together on the shelves.
28. The index is the key to the book, and should always be used first in looking up a single point or fact.
29. The author number distinguishes a book from every other book having the same class number.
30. Individual biography when it has no class number, will have a "B" in its place, and the author number will be taken from the person who is the subject of the book instead of the author.
31. An author card is made for every book for which it is possible; a title card, when the title is likely to be remembered or when there is no author; one or more subject cards are made when the subject is at all important.
32. The index is an alphabetical list of the things described, explained, or alluded to in a book, with the numbers of the pages on which they are mentioned.
33. Books in home economics will be found in the 900's of the Dewey Decimal classification.
34. Copyright is the exclusive right secured by law to an author

or an artist to publish and dispose of a work for an unlimited time.

35. Abbreviations in titles, names, etc., are usually regarded as if spelled in full, when they need to be considered in the alphabetical arrangement in the card catalog.
36. The author number of a book is assigned according to a system known as the Dewey Decimal classification.
37. Books are arranged on the shelves from left to right first by their class numbers; and then books with the same class number are arranged by their author numbers.
38. The copyright date and the title-page date give the same information about a book.
39. Articles, "the," "an," or "a," are disregarded in alphabeting, except when they occur at the beginning of titles.
40. A volume of American poetry will be shelved with the 600 books.
41. "Revised edition," "enlarged edition," "second edition," or some similar phrase on the title-page usually means that a book has been corrected, rewritten or otherwise changed.
42. The card catalog is the table of contents of the library, since in it the cards are arranged in the order in which the books stand on the shelves, just as the table of contents follows the order of the chapters in a book.
43. The headings for subject cards are typed in red ink, while headings for other cards are typed in black ink.
44. The first part of the call number stands for the subject of the book and is called the class number; the second part generally stands for the author's name, and is called the author number.
45. If one wishes quickly to learn on which page a certain item appears, he should use the table of contents of the book.
46. The *United States Catalog* gives extracts of reviews of recent books.
47. The dictionary gives information about the word only, and not about the subject for which it stands.
48. Most books are represented in the catalog by at least three cards.
49. It is not at all important to know the name of the publisher of a book.

50. The date is of particular importance in a book dealing with science.

51. Any poem that is in the library may be found by consulting the card catalog.

52. *Who's who* gives facts of interest about prominent people in America.

53. The etymology of a word is its proper pronunciation.

54. The *New Standard* dictionary contains antonyms as well as synonyms for words.

55. The *Encyclopaedia Britannica* has a separate volume containing the index to the whole set.

56. The *World Book* is an encyclopedia which aims to be of special value to parents and teachers.

57. The number on the back of each volume of an encyclopedia is the key to the subjects contained in that volume.

58. The index of a book is arranged in the order in which subjects appear in the book.

59. In order to find out from the library card catalog whether or not the library contains a certain book, one must know the author of the book.

60. Information concerning books sold by agents can usually be obtained from the public library.

61. The 14th (1929) edition of the Encyclopaedia Britannica is less British in viewpoint than former editions.

62. In the *Standard* dictionary there are two keys to pronunciation.

63. The appendix of a book contains matter supplementary to and illustrative of the text.

64. Dictionaries may be found among the 400's.

65. The scope of a book may be found by looking thru the table of contents.

66. Articles in the *Encyclopaedia Britannica* are signed with the author's initials.

Key

1. +	12. +	23. +	34. —	45. —	56. +
2. +	13. +	24. +	35. +	46. —	57. —
3. +	14. —	25. +	36. —	47. +	58. —
4. —	15. —	26. +	37. +	48. +	59. —
5. +	16. +	27. +	38. —	49. —	60. +
6. —	17. —	28. +	39. —	50. +	61. +
7. +	18. +	29. +	40. —	51. —	62. +
8. +	19. —	30. +	41. +	52. —	63. +
9. +	20. +	31. +	42. —	53. —	64. +
10. +	21. —	32. +	43. +	54. +	65. +
11. +	22. +	33. —	44. +	55. +	66. +

REFERENCES ON TEACHING THE USE OF BOOKS AND LIBRARIES

Books and Pamphlets

Allen, F. A. Instruction in the use of the library. Elmhurst, N. Y. The Author. 50c.

Mimeographed lesson plans, prepared by Mrs. Florence Allen of the Newtown high school library, Elmhurst, N. Y.

American library association. Education committee. School library yearbook no.1. A. L. A. 1927. pa. $1.35. Pt. II. p.35-134.

A cooperative work, embodying the experience of many school librarians. Outlines of courses for elementary and junior high schools; high schools; teachers' colleges and normal schools; colleges and universities. Includes suggestions for practice work.

Broening, A. M. and Wilkinson, M. S. Adventures in the library; magic keys to books. 2v. Baltimore. Enoch Pratt free library. c1929. 45c.

A loose-leaf student's notebook, for elementary schools. Two parts have been published to date. Grade 4: title page, table of contents, index; grade 7: catalog and magazine index.

Brown, Zaidee. The library key; an aid in using books and libraries. H. W. Wilson. 1929. pa. 70c; 10 or more copies 35c ea. Cloth $1; 10 or more copies 50 ea.

A students' textbook for high schools and normal schools.

Buck, Gertrude. Keys to the halls of books. Wauwatosa, Wisconsin. Kenyon Press. 1926. 80c.

For normal schools.

Certain, C. C. Standard library organization and equipment for secondary schools. A. L. A. 1920. Instruction in the use of books and libraries. p.22.

A new edition is in preparation.

Cleveland. Public library. Outline for instruction in the use of books and libraries in the Cleveland public schools. Cleveland Board of education. 1929. 25c.

Pt. I, grades 2 to 6 inclusive; pt. II for junior and senior high schools. Outline under the contract plan.

Connecticut. State board of education. A manual for secondary school libraries. 1923. p.10-19.

Connolly, Louise. How to use a library; a course of study . . . written for normal classes, high school classes, librarians and all others interested. (Modern American library economy) H. W. Wilson. 1917.

Now out of print but available in many libraries.

Denver. Board of education. Library instruction, junior and senior high schools. 3v. (Course of study monograph, no.28) Denver School district no.1. 1930. $1.

A teachers' manual and two supplementary pupil text outlines. Includes exercises; an extremely helpful outline.

Detroit. Board of education. Department of school libraries. Course of study in the use of the library, grades 1-6; course of study in the use of the library, grades 7-9. 1926.

Includes much practice work and typical sets of questions.

Fargo, L. F. The library in the school. (Library curriculum study) A. L. A. 1930. $3. ch. 6.

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries. 3d ed. Faxon. 1928. $3.75.

A textbook for normal schools.

Hopkins, F. M. Reference guides that should be known and how to use them. 3d ed. 8 pts. Willard. 1923. pa. ea. 25c.

Contents: Webster's New International dictionary; Parts of a book and concordances; Encyclopedias; Library classification and card catalog; Year books; Indexes to periodical literature; Commercial guides; Government publications.

Hutchins, Margaret and others. Guide to the use of libraries; a manual for college and university students. 4th ed. H. W. Wilson. 1929. $1.25.

Hutchins, Margaret and others. Guide to the use of libraries . . . Abridged ed. H. W. Wilson. 1928. pa. 50c; 10 or more copies 25c ea.

King, W. A. The elementary school library. Scribner. c1929. $2. ch. 6.

Outlines in tabular form a course of study from the first thru the eighth grade.

Koos, F. H. State participation in public school library service (Contributions to education no. 265) Teachers College. Columbia University. 1927. $1.50.

An investigation of what state departments have done to foster library instruction.

Leonard, L. R. Library work for high school freshmen; a study based on the required work in English for the freshman year. n. d. Walla Walla, Wash. The Author. 50c.

Pamphlet outlining library instruction as given as part of the English work by an English teacher in the high school of Walla Walla, Wash. Outline of Miss Leonard's theory may also be found in *English Journal.* 18:240-3. Mr. 1929.

Logasa, Hannah. The high school library; its function in education. Appleton. c1928. $1.75. ch. 9.

Includes an outline on teaching procedure based on *Practice of teaching in the secondary school* by H. C. Morrison of the University of Chicago.

Los Angeles. Public library. Public library service to elementary schools. Los Angeles Public library. 1926. 25c.

A pamphlet describing the plan of the Los Angeles school librarians for giving library instruction in classrooms and in the library.

Lowe, J. A. Books and libraries; a manual of instruction for their use in college. Faxon. 1916.

Manly, J. M. and Rickert, Edith. The writer's index of good form and good English. Holt. c1923. p.3-37.

Practical directions for college students on using library aids.

Massachusetts. Department of education. Outline of lessons on the use of books and libraries for elementary and secondary schools. Reprint of *Appendix to Library service for schools.* 1921.

Outline of points to be covered. Problems suggested.

Minnesota. Department of education. Outline for lessons on the use and appreciation of books and libraries. 1922.

Mimeographed outline, grades 9-11.

New York (City) Board of education. Course of study in the use of library books. With syllabus for elementary schools and junior high schools. 1921.

New York (City) Board of education. Syllabus for high schools, 1921.

North Carolina University. High school library standards. (University of North Carolina extension bulletin. v.7. no.13. May 1928) 50c.

Instruction in the use of a library, by F. M. Heller, p.40-2; *Freshman library course,* by Lucil Nix, p.45-8.

Omaha Technical high school library. Instruction in the use of books and libraries. 1930. 50c.

A mimeographed pamphlet giving teaching outline.

Pennsylvania. Department of public instruction. Library manual for high schools. 1922. p.32-6.

Rice, O. S. Lessons on the use of books and libraries; a text book for schools and a guide for the use of teachers and librarians. Rand McNally. c1920. $1.

Primarily a students' textbook for upper grades and junior high school.

Rice, O. S. Lessons on the use of the school library for rural schools, state graded schools, village and city grades. Madison, Wisconsin. State superintendent. 1920.

The state library manual for Wisconsin; includes many exercises; mainly for use in grades.

Rice, O. S. Library lessons for high schools; outlines and references. Madison, Wisconsin. State superintendent. 1918.

A smaller pamphlet planned for English classes, based on author's *Lessons on the use of the school library.*

Rowse, M. S. and Rowse, E. F. How to use the library. Gaylord Bros. 6c.

San Antonio. Board of education. The junior school libraries. (San Antonio public bulletin v.3. no.2. S. 1929) 25c. p.17-22.

Outline of instruction in use of books and libraries given to each new class for two hours a week during nine weeks, in San Antonio junior schools.

Schmidt, E. F. and Bryhan, L. G. A laboratory course in library science instruction. Wauwatosa, Wisconsin. Kenyon Press. 1927. 80c.

Includes problems.

Scripture, Elizabeth and Greer, Margaret R. Find it yourself; a brief course in the use of books and libraries under the contract system (Teacher's edition) Wilson. 1927. pa. 60c; 10 or more copies 25c ea.

Thomas, C. S. The teaching of English in the secondary school. rev. ed. 1927. p.554-70.

Based on Cleveland outline. Advocates teaching the use of the library in English courses. Includes list of reference books for high schools.

Ticer, W. F. Outline for teaching children the use of books and the public library. Madison, Wisconsin. Democrat Printing Co. 1926. 50c.

Includes reproductions of illustrative material published by Democrat Printing Company.

Ward, G. O. Practical use of books and libraries, an elementary manual. 4th ed. Faxon. 1926. $2.

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